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ABSTRACT

This curriculum guide for Indiana's foreign language education (1) establishes what proficiency is at the end of each of four instructional levels, through sets of competencies, or learning outcomes, to be achieved throughout that level; (2) defines progress throughout the sequence of levels in terms that can be readily understood; and (3) integrates culture and communication at every instructional level in the sequence. An introductory section for teachers offers suggestions for using the guide in identifying appropriate competencies, defining equivalent learning outcomes, and adapting them to the school district's needs. The guide is organized by the four instructional levels, with each consisting of a course description and specific proficiency statement, a list of statements describing learning outcomes in general terms, and a series of learning outcomes or generic competencies. Each generic competency has four components: a description of communicative competence, or student performance; a list of skills involved in performing the communicative competence; linguistic content, in levels 1 and 2 only; and an evaluation schema for teacher use. Rating scales for evaluation are appended, and three addenda to the guide contain specific learning outcomes for French, German, and Spanish. (MSE)

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A Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools

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A Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools

Generic Competencies
Levels I - IV

Center for School Improvement and Performance
Indiana Department of Education
H. Dean Evans, Superintendent
June 1986

In Cooperation With

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Superintendent's Message

> All American students should have the opportunity to learn a language other than English. The opportunity should include study in languages other than "Western" languages, and should begin in the earliest years of elementary school with continuation through the post-secondary level. Students completing secondary school should be able to demonstrate an acceptable level of proficiency in communications, particularly speaking and listening, in a language other than English.
>
> Study of a second language provides students not only with the ability to communicate effectively across nations and cultures, but also to understand other cultures through their languages, gain insight into the structure of language, and acquire skill for employment. — *International Dimensions of Education — Position Paper & Recommendations for Action,* November 1985, Council of Chief State School Officers.

The need for foreign language education has become increasingly important as our country competes in the world of commerce and international trade. Indiana schools must provide the opportunity for all of our students to study and become proficient in a second language. This is necessary in a world that is becoming more and more interdependent in this century and will become even more so in the 21st century in which today's students will be living and working.

The Foreign Language Curriculum Task Force has developed *A Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools* to provide support to Indiana School Corporations in developing sound comprehensive foreign language programs in their schools. This guide does not mandate a course of study, but is intended to assist local schools in planning a foreign language curriculum that is appropriate to the needs of today's students.

H. Dean Evans, Superintendent

Foreword

Work on this guide was begun in 1983 before the State Board of Education mandated the Department of Education to develop proficiency guides. It was initiated to address a need of foreign language education in Indiana which existed at that time and which still exists today — the need for schools to develop proficiency-based curricula and instruction. The guide addresses that need in the spirit of the State Board of Education mandate which states: "A guide to aid schools in establishing proficiencies for each area shall be prepared and distributed to the schools by the State Department of Education." [511 IAC 6-2-2,3,4, & 5]

Over the past 15 years the field of foreign language education in America has struggled with the question of what the desirable learning outcomes should be after a set period of instruction, and how they can be expressed in a way that is comprehensible, not only to educators, but also to the students, their parents, and the public. In this process the concept of "communicative competence" evolved, a concept that supports the so-called "proficiency" movement in that it emphasizes learning outcomes in terms of real-life performance rather than grammatical knowledge about the language.

This document will parallel the forthcoming guides for the other curricular areas in that the proficiency description for each level is comprised of a list of *specific proficiency statements,* i.e., specific to foreign languages and specific to levels of instruction. The *proficiency indicators* which follow are descriptors of student performance categorized under each specific proficiency statement.

This guide then goes one step further to expand on the proficiency indicators, describing the learning outcome (generic competency) in terms of communicative competence, skills, linguistic content, and a suggested evaluation schema. (See "The Format of the Guide," page 4.)

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This Guide is dedicated to the Memory of
ERIKA GRIFFITH
A Member of the Task Force
Who worked hard to make this publication a reality

Philosophy

The purpose of this guide and of foreign language education is to prepare young people to become culturally sensitive and communicatively competent travelers, students, and/or workers in other societies and cultures in the world, to interact positively and more effectively with the native speakers they meet and work with in this country, and to evolve more of those capabilities needed for productive citizenship in Indiana, the United States and the world.

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SECTION I

Introduction

> The Commission recommends the establishment of. . .language proficiency achievement goals for the end of each year of study at all levels, with special attention to speaking proficiency. (From: *Strength through Wisdom.* The Report of the President's Commission on Foreign Language and International Studies. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1979, page 42.)

Foreign-language education has changed dramatically since the last curriculum guidelines were issued by the then Indiana Department of Public Instruction in 1963. Those guidelines were, by and large, lists of phonological, lexical, and structural items to be mastered at each level of instruction. Today's emphasis, however, is upon the development of student skills or proficiency integrated with cultural learnings.

This generic guide, which has been developed with an eye toward the twenty-first century, as well as on the immediate future, subsumes linguistic learnings; that is, phonology, lexicon, and structure in communicative competencies. These competencies, in turn, are the components of the global skill — the proficiency — to be achieved at each level of instruction.

The proficiency statements and generic competencies described in this guide are designed to serve a variety of functions in foreign-language education in Indiana, including:

1. providing a model for the integration of communicative, cultural, and linguistic learnings in foreign-language curricula and instruction;
2. helping teachers to move toward the designing of proficiency-based curricula and instruction;
3. assisting teachers in their efforts to improve instruction and evaluation, especially in dealing with the listening and speaking skills;
4. serving as guidelines for the development of specific-language, proficiency-based curriculum guides in French, German, and Spanish; and
5. offering guidance in the less commonly taught languages (e.g., Arabic, Chinese, Japanese, Russian, Swahili) as they emerge in Indiana schools.

On the national level, the issue of proficiency-based instruction is being addressed by the American Council on the Teaching of Foreign Languages (ACTFL) through its development of proficiency guidelines. The ACTFL guidelines, however, fail to address instructional levels in defining learning outcomes. In this guide, the Indiana Task Force has made an effort to define for the classroom teacher those learning outcomes or competencies that will lead to the desired proficiency at each level of instruction; a level being defined as one year of instruction in grades 9-12, two years in junior high or middle school, and three years in the intermediate grades (4-6).

It should also be pointed out that proficiency-based instruction has been a recurring theme in many of the national assessments that have appeared over the past several years. The Task Force of the Twentieth Century Fund points out, for example, that "every American public school student should have the opportunity to achieve proficiency in a second language." The concept of proficiency means more than the ability to master isolated vocabulary and certain grammatical and structural concepts. Proficiency means being able to interact productively in the foreign culture through the spontaneous use of the foreign language. To achieve this necessary interaction of communication and culture in defining desired learning outcomes, the Indiana Task Force determined that foreign language learning outcomes will need to be expressed in terms of communicative competencies and organized under generic cultural contexts.

The major purpose of this guide can be summarized in three statements:

1. to establish what proficiency is at the end of each level of instruction through sets of competencies or learning outcomes to be achieved throughout that level of instruction;
2. to define progress throughout the sequence in terms that students and the public can readily understand; and
3. to integrate culture and communication at every level of instruction in the sequence.

Using the Guide

(To the Teacher)

Step One: Becoming Familiar with the Rationale for the Guide

Although the concept of a proficiency-based curriculum guide may initially seem threatening, most teachers will find that there is much more that is familiar, than unfamiliar in this guide. One reason for this is that Indiana classroom teachers — teachers of French, German, and Spanish — prepared this guide. A second reason for its familiarity is that every effort has been made to move closer to one of the profession's greatest goals — the integration of communication and culture at every level of modern foreign language instruction.

The first step in dealing with this guide is to familiarize yourself with its purpose and organization. You will want to pay particular attention to the Introduction and the section on Evaluating the Communicative Competencies, noting that the emphasis is upon the teaching and evaluation of all skills, emphasizing the listening and speaking skills, in cultural contexts.

Step Two: Becoming Familiar with the Content of the Guide

Once you have become acquainted with the purposes for which this guide is intended and the spirit in which it is being distributed, the second step is to study the learning outcomes (generic competencies) for the levels you teach. As you deal with the competencies themselves, you should note that:

- the proficiency statements and the proficiency indicators that introduce the generic competencies for a given level represent the students' global competence or proficiency *at the conclusion* of that level;
- only a few of the generic competencies will call for any changes in your teaching techniques and/or evaluation procedures; and
- as much aid as possible is being offered to teachers, including the option of defining equivalent competencies in order to achieve the best "fit" possible with your school's curriculum and teaching materials.

Step Three: Identifying Those Generic Competencies With "Fit"

As you study the competencies, you will find some — in any or all of the four levels represented in this guide — that automatically have "fit" with your instructional goals, teaching practices, and evaluation procedures. The third step is to begin using those competencies with "fit" as they become appropriate. Some "weight" should be given to those competencies involving the oral skills.

Keep in mind that as you begin to work with the generic competencies in your foreign language program that the intent of a proficiency-oriented curriculum is *not* to spend the last segment of a semester or a school year in testing; rather, the outcomes defined for a level should be tested as they become appropriate *throughout* the school year.

Step Four: Defining Equivalent Learning Outcomes/Competencies

As you gain confidence in using competencies in evaluating student progress, you will discover areas that this guide has omitted, for no guide of this kind can "fit" the wide range of textbooks that have been adopted in Indiana schools. It is at this stage that you will want to define equivalent competencies to meet the needs of the curriculum in your particular foreign language sequence. As you both initiate and progress in this process, keep the emphasis on global skills and the oral skills. You may want to use the proficiency indicators for each level to help you develop equivalent competencies.

Step Five: Defining the Learning Outcomes/Competencies for Each Level of Instruction in YOUR School District

By 1990, you should have enough experience and confidence in implementing proficiency-oriented instruction to begin defining those competencies which constitute the proficiency to be attained in each of the levels taught in your school's or district's modern foreign language sequence. The process will involve both selecting competencies from this guide (or the specific-language guides as they become available) and defining equivalent competencies as they are required. This is the final step: defining the competencies for each of the levels taught in a given school or corporation in each of the languages offered. These competencies, then, should serve as the major criteria for the selection of teaching materials in the 1990 state textbook adoption.

As you begin defining the learning outcomes/competencies for your school or corporation, you should be prepared for the facts that:

1. even though you and your colleagues may be using the same generic guide, the competencies for French, German, and Spanish will not necessarily be the same;
2. you, as an individual working alone or as a member of a teacher team, will have to "adjust" the competencies to fit varied teaching patterns, i.e., multi-level classes, utilizing the same textbook or set of teaching materials for three semesters, etc;
3. it may be necessary to study the competencies in two levels of the guide to find those with the best "fit" in your situation, using the Level I and II competencies in the guide, for example, to find the best modes for the first level as it is implemented in your school or corporation; and
4. the definition of competencies is an ongoing process, for as teachers increase their skills and find better teaching materials, the evaluation procedures must also be adapted — probably at three-year intervals.

The Format of the Guide

The guide is organized by four levels of instruction — each level consists of:

1. **The Specific Proficiency Statement:** A course description and a list of proficiency statements for the level.
2. **The Proficiency Indicators:** A list of statements describing in general terms the learning outcomes on which the generic competencies are based.
3. **The Learning Outcomes (Generic Competencies):** These outcomes/competencies are organized under *cultural contexts* and *cultural situations*. The cultural contexts are broad general cultural topics which are common to a majority of the modern foreign language textbooks adopted in Indiana. There are nine such broad categories: Travel/Transportation; the "World" of the Target Language; School and Education; Family and Home; Leisure Time; Meeting Personal Needs; World of Work; Fine Arts; and Politics and History. The specific cultural situations define a narrow topic (e.g., professions, geography, etc.) or a situation in which the student must be prepared to function (e.g., getting around in the city, ordering a meal, etc.). The individual generic competencies consist of four components:
    a. **Communicative Competence:** This is the finite description of what the student's performance is to be.
    b. **Skill(s):** A list of the skill or skills (listening, speaking, reading, and/or writing) involved in performing the communicative competence.
    c. **Linguistic Content:** (Only in Level I and II) A short description of the kinds of lexicon and structural knowledge necessary for the preparation of students for the competence defined or its equivalent. It should be noted that the communicative competencies can be achieved at various points throughout the level and that they lend themselves to various levels of complexity.
    d. **Evaluation Schema:** This component offers teachers guidance in the many different ways of evaluating student performance, especially in dealing with assessing the students' skills. The rating scales identified can be found in the later section, "Evaluating the Communicative Competencies."

SECTION II

Level I Proficiency

Grades
4-6 7-8 9 10 11 12

Course Description

Instruction at this level introduces students to the pronunciation and intonation patterns, the basic grammatical structures and vocabulary of the language in beginning to develop elementary listening, speaking, reading, and writing skills. While the early stages of Level I are devoted to "skill-getting" activities, i.e., phonetic and grammatical drills and exercises, there should be increased "skill-using" activities to develop the students' communication skills including:

1. Listening comprehension exercises of increasing difficulty;
2. Guided and structured oral communication tasks in phonetically acceptable language;
3. Reading graded and glossed materials; and
4. Writing correctly the language which can be produced orally.

Cultural learning, presenting the "life-way" of the society, should be an integral part of all language learnings.

Specific Proficiency Statements

By the end of Level I, a modern foreign language student should be able to:

1. Participate in brief conversations over familiar topics, with some concentration on meeting very basic travel and personal needs, using simple sentences and asking for slowed speech or repetition when necessary;
2. Comprehend the spoken language in the form of directions, commands, questions, and structured conversations and simple narrative descriptions;
3. Read graded narrative and cultural materials over familiar topics;
4. Write any language that can be produced orally;
5. Understand the appropriate behavior and etiquette in a limited number of social situations; and
6. Demonstrate increasing awareness of other world areas and views.

Level One Proficiency Indicators

Under each specific proficiency statement are listed the proficiency indicators for Level I. The indicators summarize and describe in general terms the learning outcomes on which the Level I competencies are based. They serve as a check list and an aid in planning the content of the curriculum and in developing equivalent competencies if those specified in this guide do not "fit" the local school program or the adopted text materials.

By the end of Level I, a modern foreign language student should be able to:

1. Participate in brief conversations over familiar topics, with some concentration on meeting very basic travel and personal needs, using simple sentences and asking for slowed speech or repetition when necessary.

   Indicators:

   a. identify and pronounce names of countries and cities;
   b. describe geographic points with respect to one another;
   c. describe likes and dislikes regarding sports, music, television, etc.;
   d. describe family relationships;

e. make introductions;
f. desribe his/her home;
g. describe daily activities;
h. describe school and school activities;
i. describe modes of transportation;
j. make appropriate greetings;
k. buy a product;
l. use the telephone on a limited basis;
m. make requests;
n. describe states of being;
o. express feelings.

2. Comprehend the spoken language in the form of directions, commands, questions, structured conversations, and simple narrative descriptions.

   Indicators:

   a. respond to commands dealing with classroom activities;
   b. comprehend and follow directions;
   c. comprehend information dealing with hotels;
   d. read a menu and comprehend information regarding the ordering of meals;
   e. comprehend weather facts and weather predictions;
   f. respond to requests.

3. Read graded narrative and cultural materials over familiar topics.

   Indicators:

   a. read, identify, and describe favorite television programming;
   b. read and write letters describing involvement in sports or other leisure activities;
   c. read a menu and comprehend information regarding the ordering of meals;
   d. identify appropriate markets (stores) for shopping.

4. Write any language that can be produced orally.

   Indicators:

   a. identify and write names of geographic points;
   b. read and write letters describing involvement in sports or other leisure activities;
   c. describe his/her home;
   d. describe a meal;
   e. describe daily activities;
   f. describe modes of transportation;
   g. identify appropriate markets (stores) for shopping.

5. Understand the appropriate behavior and etiquette in a limited number of social situations.

   Indicators:

   a. make introductions;
   b. make appropriate greetings;
   c. read a menu and comprehend information regarding the ordering of meals;
   d. buy a product;
   e. use the telephone on a limited basis;
   f. make requests;
   g. respond to requests;
   h. express feelings.

6. Demonstrate increasing awareness of other world areas and views.

   Indicators:

   a. identify and pronounce names of countries and cities;
   b. identify and write names of geographic points;

c. describe geographic points with respect to one another;
d. read, identify, and describe favorite television programming;
e. describe family relationships;
f. describe modes of transportation;
g. comprehend weather facts and weather predictions.

The Level One Learning Outcomes

(Generic Competencies)

Generic Cultural Context: The "World" of the Target Language

Specific Cultural Situation: Geography

Communicative Competence	**Skill(s)**	**Linguistic Content**	**Evaluation Schema**
Given a map of the world, the student will be able to locate and pronounce the names of ten countries (cities) in which the target language is spoken.	Reading/ Speaking	*Vocabulary:* names of countries/cities *Phonology:* Pronunciation, word stress, phoneme-grapheme relationships	Accuracy of places located and pronunciation
Given a map of the "motherland," the student will be able to write in the identifications of at least ten geographic points (mountains, rivers, major cities, etc.)	Writing	*Vocabulary:* names of mountains, rivers, cities, etc. *Structure:* spelling of place names	Accuracy of location and spelling
Given a map of the "motherland," the student will be able to locate geographic points in respect to one another. Examples: What city is north of X? What city is located on the Y river?	Listening/ Speaking	*Vocabulary:* names of geographic points, directions, prepositions *Structure:* prepositional phases	Accuracy of oral response

Generic Cultural Context: Leisure Time

Specific Cultural Situation: Television

Given an authentic TV schedule from the target culture, the student will identify at least three hours of programs he/she would like to watch, identifying program names, times, and days of the week on which they are broadcast.	Reading/ Speaking	*Vocabulary:* numbers, days of the week, program names *Structure:* Use of time expressions, verbs of wanting/liking	Structural Accuracy of Communication Scale

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Specific Cultural Situation: Sports			
The student will respond to a letter from an imaginary pen pal identifying those sports in which he/she is involved in each of the four seasons of the year.	Reading/ Writing	*Vocabulary:* personal pronouns, seasons, weather, names of sports *Structure:* Use of verbs associated with sports *Form of an informal letter*	Accuracy of written letter
Specific Cultural Situation: Expressing Preferences			
The student will respond to a taped "letter" from a pen pal describing his/her likes and dislikes in music, sports, weather, TV, etc.	Listening/ Speaking	*Vocabulary:* names of sports, music terms, weather expressions, program names, etc. *Structure:* expressions of likes/dislikes	Structural Accuracy of Communication Scale
Generic Cultural Context: Family and Home			
Specific Cultural Situation: Family Relationships			
Given a culturally authentic family tree, the student will be able to answer questions about the relationship depicted. Examples: Who is Mary's brother? How many sisters does John have? What's Jim's father's name?	Reading/ Speaking	*Vocabulary:* names of family members, numbers *Structure:* possessives	Accuracy of oral response
Given an imaginary visit by a foreign student, the student will "introduce" each member of his/her family, giving at least one fact about each.	Speaking	*Vocabulary:* names of family members, descriptive adjectives *Structure:* possessives, expressions of introduction	Structural Accuracy of Communication Scale
Specific Cultural Situation: Living Quarters			
In an effort to describe his/her home to an imaginary pen pal, the student will draw and label a floor plan of his/her house or apartment, including one sentence explaining what is done in each room or whose room it is.	Writing	*Vocabulary:* rooms of house, appropriate verbs (eating, sleeping, etc.) *Structure:* possessives, present tense, prepositional phrases	Accuracy of written "labels" and descriptive sentences
Specific Cultural Situation: Food and Meals			
The student, simulating a trip abroad, will write a postcard home to his/her teacher describing a meal he/she has had as a guest in a home in the target culture.	Writing	*Vocabulary:* names of foods, dishes, beverages, breads, etc. *Structure:* past tense *Postcard Format*	Accuracy of format and written work

<table>
<tr><th>Communicative Competence</th><th>Skill(s)</th><th>Linguistic Content</th><th>Evaluation Schema</th></tr>
<tr><td colspan="4">Generic Cultural Context: School and Education</td></tr>
<tr><td colspan="4">Specific Cultural Situation: The Daily Schedule</td></tr>
<tr><td>Given a series of times and days of the week, the student will explain what he/she normally does at that time.
Examples: What do you do at 7:00 a.m. on Sundays?
What are you doing at 2:15 p.m. on Tuesday?</td><td>Listening/ Speaking</td><td><i>Vocabulary:</i> days of the week, numbers, daily activities
<i>Structure:</i> present tense, telling time</td><td>Accuracy of oral response</td></tr>
<tr><td>The student responds to an imaginary pen pal's description of his/her weekly schedule with a comparable schedule of classes and school activities. (May reflect the present time, last year's schedule, or a schedule the student will have in the future, depending upon the desired emphasis.)</td><td>Writing</td><td><i>Vocabulary:</i> names of school courses and activities, days of the week, numbers
<i>Structure:</i> telling time, present, past, or future tense (may involve comparatives)</td><td>Accuracy of written work</td></tr>
<tr><td colspan="4">Specific Cultural Situation: Classroom Directions</td></tr>
<tr><td>Given a series of commands by the teacher, the student will perform the appropriate actions.
Examples: Go to the blackboard and write your name.
Open your book to page 53.
Take out paper and pencil.</td><td>Listening</td><td><i>Vocabulary:</i> classroom furniture, tools
<i>Structure:</i> imperatives, classroom directions</td><td>Accuracy of student actions</td></tr>
<tr><td colspan="4">Specific Cultural Situation: The School Plant</td></tr>
<tr><td>The student role plays a situation in which he/she shows a foreign student through his/her school, identifying the various rooms by the courses or activities held there.</td><td>Speaking</td><td><i>Vocabulary:</i> names of school areas and courses
<i>Structure:</i> demonstratives, present tense, prepositional phrases</td><td>Comprehensibility Rating Scale</td></tr>
<tr><td colspan="4">Generic Cultural Context: Travel/Transportation</td></tr>
<tr><td colspan="4">Specific Cultural Situation: Long-Distance Travel</td></tr>
<tr><td>Given an itinerary involving several destinations and originating and terminating in his/her hometown, the student will describe the various modes of transportation he/she will use in taking this trip.</td><td>Writing</td><td><i>Vocabulary:</i> names of geographic places, modes of travel, verbs associated with travel
<i>Structure:</i> prepositional phrases of motion and location, present or future tense</td><td>Accuracy of written work</td></tr>
</table>

<table>
<tr><th>Communicative Competence</th><th>Skill(s)</th><th>Linguistic Content</th><th>Evaluation Schema</th></tr>
<tr><td colspan="4">Specific Cultural Situation: Travel Within a Country</td></tr>
<tr><td>Given an imaginary itinerary within a country speaking the target language, the student will describe the various modes of transportation he/she "used" in traveling from place to place.</td><td>Writing</td><td><i>Vocabulary:</i> names of geographic places, modes of travel, verbs associated with travel
<i>Structure:</i> prepositional phrases of motion and location, past tense</td><td>Accuracy of response</td></tr>
<tr><td colspan="4">Specific Cultural Situation: Getting Around in the City</td></tr>
<tr><td>Given a map of a part of a city, the student will listen to a series of directions as to how to get to a specific place, indicating the directions by drawing arrows on the map.</td><td>Reading/ Listening</td><td><i>Vocabulary:</i> names of places, streets, landmarks, directions (north, west, left, straight ahead, etc.)
<i>Structure:</i> prepositional constructions, imperatives</td><td>Accuracy of response</td></tr>
<tr><td colspan="4">Specific Cultural Situation: Obtaining Lodging</td></tr>
<tr><td>Given a chart that includes information about a specific hotel, the student will listen to a conversation between the hotel clerk and a tourist, circling on his/her chart the things that will be included in the price the tourist will pay.</td><td>Reading/ Listening</td><td><i>Vocabulary:</i> numbers, money, service terms (breakfast, bath, parking, etc.)
<i>Structure:</i> verbs associated with prices, costs, services</td><td>Accuracy of response</td></tr>
<tr><td colspan="4">Specific Cultural Situation: Greeting/Leave-Taking</td></tr>
<tr><td>Given brief oral descriptions of five different people he/she has met on a train, including their names (an elderly gentleman, a woman traveling with her infant daughter, a doctor, etc.), the student will both greet each orally and take leave of each.</td><td>Listening/ Speaking</td><td><i>Vocabulary:</i> proper names, descriptive terms
<i>Structure:</i> expressions of greeting and leave-taking, proper forms of address</td><td>Structural Accuracy of Communication Scale</td></tr>
<tr><td colspan="4">Specific Cultural Situation: Food and Meals</td></tr>
<tr><td>Given an authentic menu, the student will listen to a conversation in which two people are ordering a meal and indicate on his/her copy of the menu what each has ordered.</td><td>Reading/ Listening</td><td><i>Vocabulary:</i> names of dishes, beverages, breads, etc.
<i>Structure:</i> use of verbs of wanting and wishing, personal pronouns, expressions of amounts</td><td>Accuracy of response</td></tr>
</table>

Generic Cultural Context: Meeting Personal Needs

Specific Cultural Situation: Shopping

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given two or three items found in six to eight different kinds of shops, stores, or markets in the target culture, the student will identify the shop, store, or market by names in a complete sentence.	Reading/ Writing	*Vocabulary:* names of shops, stores, markets, products *Structure:* prepositional phrases, passive or impersonal expressions	Accuracy of written work
The student, with the teacher serving as a salesperson, role plays a situation in which he/she is a customer, doing the following: a. inquiring as to the cost of a specific item (a blouse, shorts, a tote bag, a medicine, etc.); b. inquiring as to the item's availability in other sizes (colors, price ranges, etc.); and c. asking where he/she may find a totally unrelated item.	Listening/ Speaking	*Vocabulary:* names of products, sizes, colors, descriptive adjectives, numbers *Structure:* expressions of inquiry and cost	Comprehensibility Scale

Specific Cultural Situation: The Weather

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
In a series of mini-conversations, the student's "foreign mother" describes the weather and the student responds appropriately as to what he/she must wear or do in view of the weather. Example: Mother: "The temperature is 5 degrees Celsius and it's raining." Student: "I'll take my umbrella." or "Where's my umbrella?" or "May I borrow an umbrella?"	Listening/ Speaking	*Vocabulary:* numbers, weather expressions, items of clothing associated with weather *Structure:* Celsius scale, use of verbs of wearing, taking, borrowing	Structural Accuracy of Communication Scale

Specific Cultural Situation: Using the Telephone

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given an alphabetized list of shops and services, the student will tell the teacher: a. whom he/she would call in the following circumstances; and b. the telephone number.	Reading/ Speaking	*Vocabulary:* numbers, descriptive adjectives *Structure:* expressions related to needs, inquiry mode, present present tense	Structural Accuracy of Communication Scale
Examples: You are hungry. You need a particular medication. You are the first person at the scene of an accident. You are looking for a particular book. Your car has broken down. You have a stomach ache and fever.	Ambulance 872-4567 Auto Repair 872-8634	Bookstore 872-2345 Doctor 871-4140	Pharmacy 873-8197 Restaurant 873-7515

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Specific Cultural Situation: Making Requests			
Given a series of situations, the student will make an appropriate request. Examples: You need to borrow a book (pencil, money). You need to find/have something (i.e., there is no fork at your place setting). You need permission to go somewhere or to do something.	Listening/ Speaking	*Vocabulary:* names of a variety of tools or items *Structure:* inquiry mode, expressions related to requesting and needing	Comprehensibility Scale
Upon hearing a series of requests, the student will respond appropriately either verbally or through physical actions.	Listening/ Speaking	*Vocabulary:* numbers, verbs of request, interrogatives *Structure:* questions, expressions related to requesting	Structural Accuracy of Communication Scale plus appropriateness of physical response
Specific Cultural Situation: "Small Talk"			
Given a series of situations, the student will respond by describing his/her state of being. Examples: It's 7:00 p.m. and you didn't have lunch. "I'm hungry." It's December and you are outside waiting for a bus. "I'm cold." You have been playing soccer all afternoon. "I'm tired."	Listening/ Speaking	*Vocabulary:* adjectives, expressions, and idioms related to states of being *Structure:* expressions of states of being	Structural Accuracy of Communication Scale
Given a series of situations from an imaginary trip to one of the cultures speaking the target language, the student will explain how he/she felt at the time. Examples: You had something unusual for dinner (snails, eel, octopus). You were lost in town. You were asked for directions.	Listening/ Speaking	*Vocabulary:* expressions of feelings, descriptive expressions *Structure:* past tense	Structural Accuracy of Communication Scale

Some of the generic competencies defined for Level I represent vicarious experiences to be anticipated when traveling in the foreign country in which the language is spoken, others are preparation for the kinds of social interactions that can be anticipated as student fluency grows.

Minimal Level I proficiency for most students would be the ability to achieve a satisfactory performance on approximately 15 of the generic competencies defined or their equivalents. High ability students should be capable of achieving a satisfactory performance on most of the competencies defined or their equivalents.

Level II Proficiency

Grades
7-8 9 10 11 12

Course Description

Instruction at this level opens with a systematic review of the Level I work. While the emphases in Level I are on phonology, basic grammar, and the listening and speaking skills, Level II concentrates on the mastery of syntax, the expansion of vocabulary, and the reading and writing skills. Instruction should provide for the students' increased ability to:

1. Listen to and acquire information;
2. Express themselves more freely and with greater linguistic sophistication in discussions, simulations, role playing situations and conversations;
3. Read, comprehend, and discuss edited expository materials; and
4. Write synopses, short compositions, and letters with accuracy and appropriate idiomatic expression.

The cultural studies integrated with the language studies at this level are focused on more "life-way" study for the most part.

Specific Proficiency Statements

By the end of Level II, a modern foreign language student should be able to:

1. Converse somewhat more extensively — requesting information or assistance, describing events in his/her life or that he/she has studied, initiating some discussions, performing social functions and meeting routine travel and personal needs;
2. Comprehend the spoken language well enough to acquire and organize structured information;
3. Read for information especially on cultural topics;
4. Write short compositions on familiar topics, structured letters, outlines and synopses, and fill out some of the forms encountered in the culture; and
5. Demonstrate a broader knowledge of social behavior and values in the "motherland."

Level Two Proficiency Indicators

Under each specific proficiency statement are listed the proficiency indicators for Level II. The indicators summarize and describe in general terms the learning outcomes on which the Level II competencies are based. They serve as a checklist and an aid in planning the content of the curriculum and in developing equivalent competencies if those specified in this guide do not "fit" the local school program or the adopted text materials.

By the end of Level II, a modern foreign language student should be able to:

1. Converse somewhat more extensively — requesting information or assistance, describing events in his/her life or that he/she has studied, initiating some discussions, performing social functions and meeting routine travel and personal needs.

   Indicators:

   a. explain and identify professions, products and places of work;
   b. identify and describe cities and countries visited on a simulated trip around the world;
   c. describe the foreign culture(s) in terms of geography, sports, products, etc.;
   d. respond to oral commands dealing with meals;
   e. describe to a foreign student a typical American home;
   f. describe a party;

g. read menus and make meal selections;
h. order a meal with monetary restrictions;
i. describe a picnic lunch;
j. give directions based on a map;
k. plan and describe a tour in the foreign country;
l. read a hotel guide and choose a hotel;
m. resolve a problem/conflict in the process of checking into a hotel;
n. express appropriate requests in a post office;
o. buy a necessary product to resolve a predicament;
p. initiate a conversation;
q. respond appropriately to a social situation which requires a verbal interaction;
r. give directions dealing with classroom activities;
s. explain someone's needs to a third party; and
t. express needs and desires dealing with shopping.

2. Comprehend the spoken language well enough to acquire and organize structured information.

Indicators:

a. respond to oral commands dealing with meals;
b. initiate a conversation;
c. respond appropriately to a social situation which requires a verbal interaction; and
d. respond to and give directions dealing with classroom activities.

3. Read for information especially on cultural topics.

Indicators:

a. read menus and make meal selections;
b. order a meal with monetary restrictions;
c. read a train or bus schedule;
d. read a hotel guide and choose a hotel; and
e. list appropriate clothes to wear, based on weather reports.

4. Write short compositions on familiar topics, structured letters, outlines and synopses, and fill out some of the forms encountered in the culture.

Indicators:

a. describe the school day;
b. write a letter describing a day in the foreign culture;
c. write a description of a special event in the foreign culture;
d. identify specific places in the foreign culture(s) to be visited in order to experience a variety of opportunities;
e. describe famous people of the foreign culture;
f. write a letter describing meals in the foreign culture;
g. plan and describe a day's activities for a foreign visitor;
h. write a letter describing his/her family;
i. List appropriate clothes to wear, based on weather reports;
j. write appropriate salutations, closings, etc., for a friendly letter; and
k. write a business letter.

5. Demonstrate a broader knowledge of social behavior and values in the "motherland."

Indicators:

a. explain and identify professions, products and places of work;
b. write a letter describing a day in the foreign culture;
c. write a description of a special event in the foreign culture;
d. identify specific places in the foreign culture(s) to be visited in order to experience a variety of opportunities;
e. describe famous people of the foreign culture;

f. describe the foreign culture(s) in terms of geography, sports, products, etc.;
g. respond to oral commands dealing with meals;
h. write a letter describing meals in the foreign culture;
i. describe a party;
j. read menus and make meal selections;
k. describe a picnic lunch;
l. read a hotel guide and choose a hotel;
m. resolve a problem/conflict in the process of checking into a hotel;
n. list appropriate clothes to wear, based on weather reports;
o. write appropriate salutations, closings, etc., for a friendly letter;
p. write a business letter;
q. express appropriate requests in a post office;
r. buy a necessary product to resolve a predicament;
s. initiate a conversation;
t. respond appropriately to a social situation which requires a verbal interaction; and
u. express needs and desires dealing with shopping.

The Level Two Learning Outcomes

(Generic Competencies)

Generic Cultural Context: The "World" of the Target Language

Specific Cultural Situation: Geography

Communicative Competence	**Skill(s)**	**Linguistic Content**	**Evaluation Schema**
The student will role play a situation in which he/she has won a trip around the "world" to ten cities and/or countries that speak the target language, identifying the places he/she will visit in the order in which he/she plans to go.	Speaking	*Vocabulary:* names of geographic sites *Structure:* sequencing and ordering, future time	Structural Accuracy of Communication Rating Scale
The student will identify in writing the places in the "world" of the target language to which he/she would have to go in order to experience a variety of opportunities (skiing, a bullfight, etc.).	Reading/ Writing	*Vocabulary:* names of places, activities, sports, holidays, etc. *Structure:* future or conditional expressions, prepositional phrases	Accuracy of written work

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema

Specific Cultural Situation: The Contemporary Scene

Given a list of famous people from societies in which the target language is spoken (famous sports figures, musical performers, etc.), the student will identify each in a complete sentence description.	Reading/ Writing	*Vocabulary:* names of celebrities and their areas of expertise, countries of origin, etc. *Structure:* present and past time, relative clauses	Accuracy of the identifications and the written work
The student will describe one of the cultures other than the "motherland" in regard to one particular aspect (geography, sports, products, etc.) in a 3-minute lecturette to the class.	Speaking	*Vocabulary:* relevant lexicon associated with geographical features, sports, etc.	Amount of Relevant Information Rating Scale

Generic Cultural Context: Leisure Time

Specific Cultural Situation: Sunday with the Family

The student role plays a situation in which he/she is having a "home stay" in one of the cultures speaking the target language and writes a letter to his/her teacher describing how he/she and the host family spent a Sunday.	Writing	*Vocabulary:* names of family members, family activities *Structure:* past time, *Letter Format*	Accuracy of written work

Specific Cultural Situation: Attending a Special Event

The student will role play a situation in which he/she has attended a special event like the Tour de France, a bullfight, or a Fasching celebration and write a description of five things he/she saw there in a letter to a classmate.	Writing	*Vocabulary:* words relevant to the event, verbs of action, descriptive adjectives *Structure:* past time, *Letter Format*	Accuracy of written work

Specific Cultural Situation: Bringing Back Souvenirs

The student will role play a situation in which he/she has visited one of the countries speaking the target language and describe at least three souvenirs he/she brought home that are typical of that society.	Speaking	*Vocabulary:* names of products and regions of country, descriptive adjectives *Structure:* subordination, causal relationships	Amount of Relevant Information Rating Scale

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Generic Cultural Context: Family and Home			
Specific Cultural Situation: Food and Meals			
Given a series of oral commands by the teacher, the student will orally perform according to the directions given. Examples: Ask for more meat. Decline more bread. Compliment a dish.	Listening/ Speaking	*Vocabulary:* names of foods, dishes, beverages, etc. *Structure:* imperatives, expressions of requesting, questioning, declining, and complimenting	Structural Accuracy of Communication Rating Scale
Role playing that he/she is visiting a family in the target culture, the student will write his/her teacher a letter explaining the times at which meals take place and two typical meals he/she has had.	Writing	*Vocabulary:* foods, meals, beverages, dishes, descriptive adjectives *Structure:* telling time, (may include expressions of liking and disliking), *Letter Format*	Accuracy of written work
Specific Cultural Situation: Living Quarters			
The student will role play a situation in which he/she is showing a foreign student his/her room, showing him/her around the house, and explaining any facilities (toilet, shower, etc.) that may operate differently in preparation for the foreign student's stay there.	Speaking	*Vocabulary:* rooms of house, facilities, (closet, toilet, etc.) *Structure:* present tense, prepositional phrases, subordination	Structural Accuracy of Communication Rating Scale
Specific Cultural Situation: Parties			
The student will role play a phone call in which he/she describes a party he/she has held for a family member, including the time, place, some of the gifts given or the games played.	Speaking	*Vocabulary:* numbers, places, family members, menu items, gifts, games *Structure:* telling time, past tense, subordination	Comprehensibility Rating Scale
Specific Cultural Situation: Entertaining			
Role playing a situation in which he/she will be hosting a foreign student for a weekend, the student will plan at least one day of meals and activities (e.g., meeting family friends, touring the city, etc.)	Writing	*Vocabulary:* meals, foods, dishes, beverages, activities, places *Structure:* telling time, subordination, future tense, sequencing	Accuracy of written work

Specific Cultural Situation: Conveying Personal Information

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student writes a letter to an imaginary pen pal in the target culture, including the following: a. a short description of each member of his/her family; b. a brief description of the house or apartment in which his/her family lives; and c. questions asking the pen pal about his/her family and living quarters.	Writing	*Vocabulary:* descriptive adjectives, family members, rooms of the house *Structure:* formation of questions, letter formation, subordination	Completeness and accuracy of written work

Generic Cultural Context: School and Education

Specific Cultural Situation: Weekly Schedule of Classes

Simulating the role of a student in one of the cultures speaking the language, the student will write two journal entries — one describing the school day just past and one describing the plans he/she has for the next day which he/she has off.	Writing	*Vocabulary:* names of courses, activities, areas about the school *Structure:* past and future tenses	Accuracy of written work

Generic Cultural Context: Travel/Transportation

Specific Cultural Situation: Food and Meals

Given two authentic menus, representing two restaurant window signs, the student will select a restaurant in which to eat, explaining at least two reasons for the choice he/she has made.	Reading/ Speaking	*Vocabulary:* dishes, numbers, currency, descriptive terms *Structure:* causal relationships, expressions of preference	Structural Accuracy of Communication Rating Scale
Given an authentic menu and an exact amount of money to spend, the student will, with the teacher serving as waiter or waitress, order a complete meal he/she can "afford."	Reading/ Speaking	*Vocabulary:* dishes, beverages, currency *Structure:* expressions of requesting, ordering	Completeness of the meal, meeting the budget, and Comprehensibility Rating Scale
Given authentic menus, the student will be able to select at least a 3-item breakfast and a 3-item lunch and figure the cost.	Reading/ Speaking	(Same as above)	Comprehensibility Rating Scale
Role playing a situation in which he/she and a friend will be out sightseeing all day, the student will describe the type of "pick-up" or picnic lunch they can eat in a park.	Speaking	(Same as above, plus snack foods)	Comprehensibility Rating Scale

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Specific Cultural Situation: Getting Around in the City			
Given a map of a part of a city with directions indicated by arrows, the student will orally give directions based on the map.	Reading/ Speaking	*Vocabulary:* names of streets, landmarks, directions (east, left, straight ahead, etc.) *Structure:* imperatives, sequencing, ordering	Structural Accuracy of Communication Rating Scale
Specific Cultural Situation: Getting Around in the Country			
The student, using a bus or train schedule, will identify a tour he/she wants to take, describing the time of the departure, the length of the trip, some key features, and the time of return.	Reading/ Speaking	*Vocabulary:* numbers, geographic locations, sites in city (monuments), symbols *Structure:* schedule format, telling time (24-hour clock), expressions of duration, wanting, wishing	Structural Accuracy of Communication Rating Scale
Specific Cultural Situation: Obtaining Lodging			
Given an authentic hotel guide, the student will role play helping his/her parents choose a hotel on the basis of set specifications. He/she: a. can spend only X-dollars per day, including breakfast; b. must use a credit card; c. is sharing the room; d. wants a shower in the room; and e. has a car and needs a place to park.	Reading/ Speaking	*Vocabulary:* "hotel" words (park, shower, credit card, etc.), room designations *Structure:* currency, abbreviations	Accuracy of hotel selection
The student role plays a situation in which he/she is trying to resolve a problem in the hotel room he/she has just checked into (e.g., no soap, no towels, no blanket, etc.)	Speaking	*Vocabulary:* hotel room "appointments" (towel, blanket, etc.) *Structure:* expressions of need or desire, question formation	Comprehensibility Rating Scale
Specific Cultural Situation: Weather			
Given an imaginary itinerary around the world of the target language and weather reports for three of the countries to be visited, the student will list the clothing he/she expects to pack for each country.	Reading/ Writing	*Vocabulary:* weather terms, geographic sites, items of clothing *Structure:* Celsius scale, symbols and abbreviations used in weather reports	Accuracy of written work

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Generic Cultural Context: Meeting Personal Needs			
Specific Cultural Situation: Letters			
The student will write the appropriate salutations and closings for letters to each of the following: a. a friend; b. a hotel; c. a new pen pal; d. his/her teacher; and e. his/her host family in the culture.	Writing	*Vocabulary:* "letter" language *Structure:* written dates, salutations and closings	Accuracy of written work
The student will write a business letter to an embassy or a city traveler's bureau requesting tourist, hotel, and historical information.	Writing	*Vocabulary:* "tourist" lexicon *Structure:* expressions of requesting *Business Letter Format*	Accuracy of written work
Specific Cultural Situation: Shopping			
Given the following needs in a post office, the student will make the appropriate request or ask the necessary question: a. he/she needs three stamps or envelopes (any denomination); b. he/she wants to know the cost of mailing a postcard to the U.S. via airmail; and c. he/she needs to know the cost of sending a letter somewhere within the same country.	Speaking	*Vocabulary:* relevant lexicon (stamp, envelope, etc.), numbers, geographic terms *Structure:* currency, expressions of requesting, questions	Structural Accuracy of Communication Rating Scale
Given a predicament of some kind (a lost piece of clothing, a broken heel on a shoe, a tear in trousers, etc.), the student, in discussion with his/her native guide (the teacher): a. explains what the problem is; b. finds out where he/she must go to buy a replacement; c. determines what metric size he/she needs; and d. finds out the approximate cost.	Speaking	*Vocabulary:* articles of clothing, language related to predicaments, metric system *Structure:* currency, expressions of need, requesting, past time	Amount of Relevant Information Rating Scale

<table>
<tr><th>Communicative Competence</th><th>Skill(s)</th><th>Linguistic Content</th><th>Evaluation Schema</th></tr>
<tr><td colspan="4">Specific Cultural Situation: "Small Talk"</td></tr>
<tr><td>Given a brief oral description of a traveler he/she has met on a train, the student will introduce himself/herself and initiate a conversation on some general topic (the weather, the traveler's profession, the length of the trip, the traveler's destination, etc.)</td><td>Listening/ Speaking</td><td><i>Vocabulary:</i> place names, professions, numbers, miles vs. kilometers
<i>Structure:</i> polite and familiar address, time expressions, questions</td><td>Amount of Relevant Information Rating Scale</td></tr>
<tr><td>Given a series of situations, the student will respond with a suitable wish or comment:
a. someone sneezes;
b. someone is having a birthday;
c. someone is leaving on an extended trip, etc.</td><td>Listening/ Speaking</td><td><i>Vocabulary:</i> social amenities
<i>Structure:</i> expressions of wishes</td><td>Structural Accuracy of Communication Rating Scale</td></tr>
<tr><td colspan="4">Specific Cultural Situation: Obtaining Services or Help</td></tr>
<tr><td>The student role plays a situation in which a visiting foreign student does not understand the classroom directions he/she has been given by explaining:
a. he/she wants you to write your work in pencil;
b. he/she wants you to go to the blackboard, etc.</td><td>Listening/ Speaking</td><td><i>Vocabulary:</i> classroom appointments and directions
<i>Structure:</i> direct and indirect commands, subordination</td><td>Structural Accuracy of Communication Rating Scale</td></tr>
<tr><td colspan="4">Generic Cultural Context: World of Work</td></tr>
<tr><td colspan="4">Specific Cultural Situation: Professions</td></tr>
<tr><td>Role playing a situation in which he/she is helping a foreign student whose English is weak, the student explains what each of several professions do in a sentence or two, identifying product or place of work or both (nurse, pilot, baker, etc.).</td><td>Speaking</td><td><i>Vocabulary:</i> names of professions, products, places of work
<i>Structure:</i> direct objects, prepositional phrases (may involve relative clauses)</td><td>Comprehensibility Rating Scale</td></tr>
</table>

Many of the competencies defined for Level II extend to applying the information learned in different contexts and organizing the knowledge being acquired. The emphasis is still upon functioning as a traveler or a student in one or more of the societies in which the target language is spoken.

Minimal Level II proficiency for most students would be the ability to achieve a satisfactory performance on approximately 20 of the generic competencies defined or their equivalents. High ability students should be capable of achieving a satisfactory performance on most of the competencies defined or their equivalents.

Level III Proficiency

Grades
9 10 11 12

Course Description

Instruction at this level is designed to provide the student with greater facility in all the language skills. In speaking and writing, the student should be given the opportunity to express original ideas, expanding his or her vocabulary through individual interests, as well as through basal materials. The reading materials should consist of expository prose, including cultural studies aimed at providing and understanding of the major developmental trends in such areas as history, literature, art, music, and the modern societies of the countries speaking the language. At Level III it is anticipated that the class will be conducted wholly in the language.

Specific Proficiency Statements

By the end of Level III, a modern foreign language student should be able to:

1. Speak on a variety of topics, handling a wide range of social transactions and providing more detailed information and fuller descriptions in a discourse that is better developed as to the amount of communication, the use of both compound and complex sentences, the sequencing of time expressions, and the utilization of questions for clarification;
2. Comprehend the spoken language well enough to acquire information with retention that permits further use of that information;
3. Read with understanding a variety of written styles — expository prose, poetry, short stories, short novels, history, and the popular print media;
4. Write summaries, descriptive narratives, formal and informal letters, and compositions on the learnings acquired through listening and reading; and
5. Demonstrate an understanding of the major historical and/or literary trends, value systems, political structures, and cultural contributions of the societies speaking the language.

Level Three Proficiency Indicators

Under each specific proficiency statement are listed the proficiency indicators for Level III. The indicators summarize and describe in general terms the learning outcomes on which the Level III competencies are based. They serve as a checklist and an aid in planning the content of the curriculum and in developing equivalent competencies if those specified in this guide do not "fit" the local school program or the adopted text materials.

By the end of Level III, a modern foreign language student should be able to:

1. Speak on a variety of topics, handling a wide range of social transactions and providing more detailed information and fuller descriptions in a discourse that is better developed as to the amount of communication, the use of both compound and complex sentences, the sequencing of time expressions, and the utilization of questions for clarification.

   Indicators:

   a. describe the foreign country to a potential visitor/tourist;
   b. research and report on the influences of speakers of the foreign language on the United States;
   c. report on the times and life of an historical figure of the foreign culture;
   d. make special requests of a sales clerk;

e. compare meals (eating habits) in the foreign culture with those of the United States;
f. compare forms of entertainment in the foreign culture with those in the United States;
g. inquire about accommodations at a hotel;
h. respond to a situation in which restaurant service is unsatisfactory;
i. identify and describe famous places in a specific city;
j. research and report on an artist of the foreign culture;
k. identify and describe works in famous museums of the foreign culture(s);
l. dramatize scenes from literature;
m. read a short story or poem and give personal reactions; and
n. role play characters in short fiction, folklore, novels or poetry.

2. Comprehend the spoken language well enough to acquire information with retention that permits further use of that information.

Indicators:

a. describe the foreign country to a potential visitor/tourist;
b. make special requests of a sales clerk;
c. inquire about accommodations at a hotel; and
d. listen to a folktale, fairy tale, passage from a literary work, etc., and write a summary.

3. Read with understanding a variety of written styles — expository, prose, poetry, short stories, short novels, history, and popular print media.

Indicators:

a. respond to a job advertisement;
b. describe the foreign country to a potential visitor/tourist;
c. research and report on the influences of speakers of the foreign language on the United States;
d. arrange chronologically major historical events of the foreign culture;
e. report on the times and life of an historical figure of the foreign culture;
f. contrast the government of the foreign culture(s) with the government of the United States;
g. research and report on shopping habits in the foreign culture;
h. describe table etiquette and table settings of the foreign culture;
i. compare and contrast television in the foreign culture with that of the United States;
j. compare and contrast foreign newspapers with those of the United States;
k. respond to a situation in which restaurant service is unsatisfactory;
l. identify and describe famous places in a specific city;
m. research and report on an artist of the foreign culture;
n. identify and describe works in famous museums of the foreign culture(s);
o. read a short story and write a summary retelling the story from a different point of view.
p. dramatize scenes from literature;
q. read a short story or poem and give personal reactions; and
r. role play characters in short fiction, folklore, novels or poetry.

4. Write summaries, descriptive narratives, formal and informal letters, and compositions on the learnings acquired through listening and reading.

Indicators:

a. respond to a job advertisement;
b. arrange chronologically major historical events of the foreign culture;
c. write a business letter ordering a product;
d. research and report on shopping habits in the foreign culture;
e. describe table etiquette and table settings of the foreign culture;
f. describe a home in the foreign culture;
g. write a thank-you letter to the host of a party;
h. compare and contrast television in the foreign culture with that of the United States;
i. compare and contrast foreign newspapers with those of the United States;
j. identify and describe famous places in a specific city;
k. give personal reactions to a work of a major artist;

l. read a short story and write a summary retelling the story from a different point of view.
m.listen to a folktale, fairy tale, passage from a literary work, etc., and write a summary; and
n. read a short story or poem and give personal reactions.

5. Demonstrate an understanding of the major historical and/or literary trends, value systems, political structures, and cultural contributions of the societies speaking the language.

Indicators:

a. respond to a job advertisement;
b. describe the foreign country to a potential visitor/tourist;
c. research and report on the influences of speakers of the foreign language on the United States;
d. arrange chronologically major historical events of the foreign culture;
e. report on the times and life of an historical figure of the foreign culture;
f. contrast the government of the foreign culture(s) with the government of the United States;
g. make special requests of a sales clerk;
h. write a business letter ordering a product;
i. research and report on shopping habits in the foreign culture;
j. describe table etiquette and table settings of the foreign culture;
k. compare meals (eating habits) in the foreign culture with those of the United States;
l. describe a home in the foreign culture;
m. write a thank-you letter to the host of a party;
n. compare and contrast television in the foreign culture with that of the United States;
o. compare and contrast foreign newspapers with those of the United States;
p. compare forms of entertainment in the foreign culture with those in the United States;
q. inquire about accommodations at a hotel;
r. respond to a situation in which restaurant service is unsatisfactory;
s. identify and describe famous places in a specific city;
t. research and report on an artist of the foreign culture;
u. give personal reactions to a work of a major artist;
v. identify and describe works in famous museums of the foreign culture(s);
w. read a short story and write a summary retelling the story from a different point of view;
x. dramatize scenes from literature;
y. listen to a folktale, fairy tale, passage from a literary work, etc., and write a summary;
z. read a short story or poem and give personal reactions; and
aa. role play characters in short fiction, folklore, novels or poetry.

The Level Three Learning Outcomes

(Generic Competencies)

Generic Cultural Context: The "World" of the Target Language

Specific Cultural Situation: A Specific Country

Communicative Competence	**Skill(s)**	**Evaluation Schema**
Given a specific country speaking the target language, the student, acting as a travel agent, will "sell" a tourist (the teacher) on visiting this country, giving the following kinds of information: a. the climate during a certain season; b. things of interest to see; c. major cities; d. foods and major occupations; and e. fun things to do there.	Reading/ Speaking	Amount of Relevant Information Rating Scale

Communicative Competence	Skill(s)	Evaluation Schema
Specific Cultural Situation: Interdependence		
The student will research and report orally on one influence the speakers of the target language have had on the United States either historically or in contemporary times.	Reading/ Speaking	Comprehensibility Rating Scale
Generic Cultural Context: Leisure Time		
Specific Cultural Situation: TV/Radio		
Given 2-3 paragraphs of information about TV in the target culture, the student will define three contrasts between TV in the target culture and in the United States.	Reading/ Writing	Accuracy of written work and/or Amount of Relevant Information Rating Scale
Specific Cultural Situation: Popular Media		
Given an issue or several issues of a newspaper, the student will compare one aspect of it (ads, obituaries, sport reports, etc.) to its American counterpart in a short composition.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Rating Scale
Given an issue or several issues of a newspaper or magazine, the student will identify those cultural beliefs and values exemplified there in a short composition.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Rating Scale
Specific Cultural Situation: Going to the Movies		
The student role plays a situation in which he/she is to explain to a friend in the culture for the first time (the teacher) three ways in which attending a movie in the culture differs from attending a movie in the U.S.	Speaking	Amount of Relevant Information Rating Scale
Generic Cultural Context: Family and Home		
Specific Cultural Situation: Food and Meals		
Given a short paragraph describing a meal, the student will identify 5 table etiquette or table setting differences between his/her and the target cultures.	Reading/ Writing	Accuracy of written work
The student role plays a situation in which he/she is explaining to a foreign student he/she has invited to dinner five differences between meals in this country and those in the target culture.	Speaking	Amount of Relevant Information Rating Scale
Specific Cultural Situation: Living Quarters		
Given a picture of a room in a culturally authentic home, the student will write a paragraph describing the room in detail.	Writing	Accuracy of written work

Specific Cultural Situation: Birthday Observances

Communicative Competence	Skill(s)	Evaluation Schema
Playing the role of a person for whom a birthday party has been held, the student will write two thank-you letters — one to the person giving the party, mentioning the activities and foods served, and one to someone who attended and gave him/her a gift.	Writing	Accuracy of written format and language

Generic Cultural Context: Travel/Transportation

Specific Cultural Situation: Obtaining Lodging

With the teacher acting as a hotelkeeper, the student will inquire about various types of accommodation and meal plans available in an effort to get the best economic deal possible.	Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Food and Meals

Given an authentic menu, the students, in threes, will role play a situation in a restaurant in which several facets of the service are unsatisfactory.	Reading/ Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Famous Places to Visit

Given a specific city, the student will identify three famous places to visit, describing each in a short paragraph.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Rating Scale
Given a specific city, the student will select a famous tourist attraction to describe as if he/she were a tour guide, including the following kinds of information: a. why the site is famous; b. what it meant at the time it was built; and c. what it means today.	Reading/ Speaking	Amount of Relevant Information Rating Scale

Generic Cultural Context: Meeting Personal Needs

Specific Cultural Situation: Shopping

The student role plays a situation in the culture in which he/she is explaining to a salesclerk from whom he/she has just made a purchase (a purse, a record album, etc.) that that this is a gift for his/her mother and he/she: a. wants to send it; b. wants to insure it; c. will provide the necessary address; d. wants to know the cost of sending it; and e. would like to know how long it will take to arrive.	Speaking	Level of Performance Rating Scale
The student will research a specific aspect of shopping (i.e., shopping for food) in the target culture and write a paragraph comparing shopping habits in the culture with those in this country, including some personal judgment as to whose practices are more efficient.	Reading/ Writing	Accuracy of written work

Communicative Competence	Skill(s)	Evaluation Schema
Given the name and address of a foreign company, the student will write a business letter ordering a product (a record, a book, etc.), including: a. a description of the item wanted; b. a request for information as to the cost of the item and the costs of sending it; c. a request for information as to how payment is to be handled; and d. a request for information as to how long shipment will take.	Writing	Accuracy of written format and language

Generic Cultural Context: World of Work

Specific Cultural Situation: Summer Employment

Given an advertisement, the student will "apply" for a summer job in the target culture, explaining in the letter what courses he/she has studied, the grades received, and his/her special qualifications.	Reading/ Writing	Accuracy of written work

Generic Cultural Context: History and Politics

Specific Cultural Situation: Major Events

When given a list of major events in the target culture's history, the student will arrange the events in chronological order.	Reading/ Writing	Accuracy of written work

Specific Cultural Situation: Historical Figures

The student will assume the role of an historical figure telling about the period in which he/she lived and what he/ she did when alive.	Reading/ Speaking	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Governmental Organization

Students will originate statements contrasting the government of the target country with that of the United States, including: a. the chief official(s); b. the type of government; c. elections, etc.	Reading/ Writing	Accuracy of written work

Communicative Competence	Skill(s)	Evaluation Schema
Generic Cultural Context: Fine Arts		
Specific Cultural Situation: Visual Arts		
The student will select and research a painter in preparation for an oral report to the class including examples of the painter's work.	Reading/ Speaking	Comprehensibility Rating Scale
Shown two works by a major artist, the student will compose a personal reaction.	Writing	Accuracy of written work plus the Comprehensibility Rating Scale
Simulating a visit to a famous museum (e.g., the Prado, the Louvre), the student will role play a tour guide, describing each of several works and their artists in two or three sentences each.	Reading/ Speaking	Comprehensibility Rating Scale
Specific Cultural Situation: Literature		
Upon reading a short story or a self-contained literary passage, the student will write a summary in which the material is re-told from a different point of view.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Rating Scale
Students in small groups will dramatize scenes from the literature they have been studying.	Reading/ Speaking	Comprehensibility and/or Level of Performance Rating Scale
After listening to a folktale, a fairy tale, a legend, a passage from a literary work or a piece of poetry, the student will write an outline summary of what he/she has heard.	Reading/ Speaking	Comprehensibility Rating Scale
After reading a short story, a passage of a literary work, or a piece of poetry, the student will give his or her personal evaluation of the piece, documenting the opinions expressed with textual evidence.	Reading/ Writing	Accuracy of written work plus Level of Performance Rating Scale
After reading a short story, a passage of a literary work, or a piece of poetry, the student will express his or her feeling about the piece, including such things as likes and dislikes and the memories evoked.	Reading/ Speaking	Comprehensibility Rating Scale
Students will role play characters (or the authors) of the short fiction, folklore, novels, or poetry they have been studying, giving information about "themselves" and their activities.	Reading/ Speaking	Comprehensibility Rating Scale or Amount of Relevant Information Rating Scale

Given the diversity in content that emerges in Level III, teachers may find themselves utilizing a single learning outcome (generic competency) in three or four different contexts. It is due to the great diversity of Level III, too, and the varied emphases on the teaching of structure, that no definition of the linguistic content (structure and vocabulary) has been included in the competencies for this level.

Minimal Level III proficiency for most students would be the ability to achieve a satisfactory performance on approximately 20 of the generic competencies defined or their equivalents. High ability students should be capable of achieving a satisfactory performance on most of the competencies defined or their equivalents.

Level IV Proficiency

Grades
10 11 12

Course Description

Instruction at this level has two basic aims:

1. Providing the student with a broad survey of the literature of the country or countries speaking the language through selected readings from major authors; and/or
2. Giving the student opportunities to study a variety of contemporary topics in newspapers, magazines and current publications.

Students should be given varied experiences in refining their communication skills via listening, speaking, reading and writing activities. Advanced Placement courses should also be considered at this level.

Specific Proficiency Statement

By the end of Level IV, a modern foreign language student should be able to:

1. Speak the language as an interesting communicator, capable of interacting as an almost full partner in a casual conversation and of dealing with detailed discussions and solving problems, improvising as necessary;
2. Comprehend the spoken language well enough to enjoy films, radio programs, lectures, etc.;
3. Read a variety of written styles with understanding, acquire and use new vocabulary on his/her own and use the language as a vehicle for research and study;
4. Write a variety of narrative and contrastive essays, take notes, and more extensive compositions; and
5. Demonstrate in-depth understandings of geography, history, institutions, art, literature, music, political systems, and customs of the areas where the language is spoken.

Level Four Proficiency Indicators

Under each specific proficiency statement are listed the proficiency indicators for Level IV. The indicators summarize and describe in general terms the learning outcomes on which the Level IV competencies are based. They serve as a checklist and an aid in planning the content of the curriculum and in developing equivalent competencies if those specified in this guide do not "fit" the local school program or the adopted text materials.

By the end of Level IV, a modern foreign languge student should be able to:

1. Speak the languge as an interesting communicator, capable of interacting as an almost full partner in a casual conversation and of dealing with detailed discussions and solving problems, improvising as necessary.

   Indicators:

   a. describe historical events that have occurred in a specific city or region;
   b. describe a fantasy trip around the world;
   c. research and describe a famous historical figure;
   d. summarize or discuss a point of interest of a film, videotape, recording or a radio broadcast;
   e. research and report on an author, painter, musician, architect, etc.;
   f. dramatize an episode from a short story, novel or drama; and

g. listen to a story or fable and create his/her own fable or fairy tale which teaches a moral.

2. Comprehend the spoken language well enough to enjoy films, radio programs, lectures, etc.;

   Indicators:

   a. comprehend and identify regional variants of the foreign language;
   b. outline, summarize and critique a film or videotape;
   c. summarize or discuss a point of interest of a film, videotape, recording or a radio broadcast; and
   d. listen to a story or fable and create his/her own fable or fairy tale which teaches a moral.

3. Read a variety of written styles with understanding, acquire and use new vocabulary on his/her own and use the language as a vehicle for research and study.

   Indicators:

   a. describe historical events that have occurred in a specific city or region;
   b. research and report on a period of history in the foreign culture;
   c. based on popular print media, research and contrast various points of view of contemporary life in the foreign culture(s);
   d. research and describe a famous historical figure;
   e. research and report on an author, painter, musician, architect, etc.;
   f. dramatize an episode from a short story, novel or drama;
   g. read a selected piece of literature and write a paper discussing the author's attitude toward a specific theme; and
   h. read a selected piece of literature and based on the piece, write a one-act play or re-write the ending.

4. Write a variety of narrative and contrastive essays, take notes, and write more extensive compositions.

   Indicators:

   a. comprehend and identify regional variants of the foreign language;
   b. research and report on a period of history in the foreign culture;
   c. based on popular print media, research and contrast various points of view of contemporary life in the foreign culture;
   d. outline, summarize and critique a film or videotape;
   e. read a selected piece of literature and write a paper discussing the author's attitude toward a specific theme; and
   f. read a selected piece of literature and based on the piece, write a one-act play or re-write the ending.

5. Demonstrate in-depth understandings of geography, history, institutions, art, literature, music, political systems, and customs of the areas where the language is spoken.

   Indicators:

   a. comprehend and identify regional variants of the foreign language;
   b. describe historical events that have occurred in a specific city or region;
   c. research and report on a period of history in the foreign culture;
   d. based on popular print media, research and contrast various points of view of contemporary life in the foreign culture;
   e. research and describe a famous historical figure;
   f. outline, summarize and critique a film or videotape;
   g. summarize or discuss a point of interest of a film, videotape, recording or a radio broadcast;
   h. research and report on an author, painter, musician, architect, etc.;
   i. dramatize an episode from a short story, novel or drama;
   j. read a selected piece of literature and write a paper discussing the author's attitude toward a specific theme;
   k. read a selected piece of literature and based on the piece, write a one-act play or re-write the ending; and

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l. listen to a story or fable and create his/her own fable or fairy tale which teaches a moral.

The Level Four Learning Outcomes

(Generic Competencies)

Generic Cultural Context: The "World" of the Target Language

Specific Cultural Situation: Contrastive Practices

Communicative Competence	Skill(s)	Evaluation Schema
After listening to three conversations, each of which contains vocabulary and/or cultural allusions associated with a specific region or country, the student will identify the location of each conversation, citing the vocabulary or cultural references that influence that choice.	Listening/ Writing	Structural Accuracy of Communication Rating Scale

Generic Cultural Context: Travel/Transportation

Specific Cultural Situation: Famous Places to Visit

Given a specific city, the student, role playing a tour guide, will identify and describe several historical events that happened there.	Reading/ Speaking	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Fantasy

Given an opening statement such as "If I were a millionaire," the student will describe his/her fantasy trip around the world, explaining choices made.	Speaking	Structural Accuracy of Communication Rating Scale

Generic Cultural Context: History and Politics

Specific Cultural Situation: Historical Periods

The student will research a period in the target country's history and write a paper explaining the major events and the important people of the period.	Reading/ Writing	Accuracy of Communication Rating Scale plus Amount of Relevant Information Rating Scale

Specific Cultural Situation: Current Movements

The student, using the popular print media, will research the various points of view in a contemporary political movement in the target culture (i.e., the anti-nuclear movement, women's liberation, elections, etc.) and contrast them.	Reading/ Writing	Structural Accuracy of Communication Rating Scale plus Amount of Relevant Information Rating Scale

Communicative Competence	Skill(s)	Evaluation Schema
Specific Cultural Situation: Famous Historical Figures		
After researching a famous historical figure, the student will role play that personage describing and defending his/her activities and actions.	Reading/ Speaking	Comprehensibility Rating Scale and/or Level of Performance Rating Scale
Generic Cultural Context: Fine Arts		
Specific Cultural Situation: Visual Arts		
Given a film or a videotape, the student will outline, summarize, or critique it.	Listening/ Writing	Structural Accuracy Rating Scale and/or Amount or Relevant Information Rating Scale
Given a film, a videotape, a recording, or a radio broadcast, the student will provide a summary of the events depicted or discuss one point of interest in some depth.	Listening/ Speaking	Comprehensibility Rating Scale
Specific Cultural Situation: Famous Creative People		
The student will research a specific author (painter, musician, architect) and the period in which he/she lives or lived and prepare a 3-5 minute lecturette centered on how this person's work reflects the period in which he/she lives or lived (in regard to clothing, politics, etc.).	Reading/ Speaking	Comprehensibility Rating Scale
Specific Cultural Situation: Literature		
Students will dramatize an episode from a short story or novel they have studied or a scene from a drama they have read.	Reading/ Speaking	Comprehensibility Rating Scale and/or Level of Performance Rating Scale
Specific Cultural Situation: Literary Themes or Values: Death; Love; Honor; Humor		
After reading a selected piece of literature, the student will write a paper discussing the author's attitude toward a specific theme.	Reading/ Writing	Structural Accuracy of Communication Rating Scale and/or Comprehensibility Rating Scale
After reading a selected piece of literature, the student will prepare a 3-5 minute lecturette contrasting the author's attitude toward a specific theme with his/her own attitudes.	Reading/ Speaking	Comprehensibility Rating Scale and/or Level of Performance Rating Scale

Communicative Competence	Skill(s)	Evaluation Schema
Specific Cultural Situation: Drama		
After reading a selected piece of literature, the student will write a one-act play or re-write the ending using a theme or cultural situation emphasized in the work read.	Reading/ Writing	Amount of Relevant Information Rating Scale and/or Structural Accuracy of Communication Rating Scale
Specific Cultural Situation: Fairy Tales, Folklore, Children's Literature		
After listening to a story or fable, the student will create his/ her own fable or fairy tale that teaches a moral, explains why something is the way it is, or explains a cultural practice. Examples: Why there is lightning; Why some flamingos have red legs, etc.	Listening/ Speaking	Comprehensibility Rating Scale and/or Amount of Relevant Information Rating Scale

Because of the wide diversity of content in advanced modern foreign language courses, teachers may want to combine Level III and Level IV learning outcomes (competencies) in defining what the proficiency for this level is in their school or school district. Since that same diversity extends to the handling of structure on this level, no effort has been made to define the linguistic content — the structure and vocabulary — as a part of the Level IV competencies.

Minimal Level IV proficiency for most students would be the ability to achieve a satisfactory performance on approximately 10 of the generic competencies defined or their equivalents. High ability students should be capable of achieving a satisfactory performance on most of the competencies defined or their equivalents.

SECTION III

Evaluating the Communicative Competencies

A test of communicative competence, ". . .if it is to be a valid one, must parallel a real communication situation as closely as possible. How can such a test be graded? There are two important criteria: first, the evaluation must be on the ability to communicate and not upon the 'other' elements, such as exact pronunciation and grammatical structures; second, the results of the scoring must be sufficiently reliable. In the evaluation of a communication test, there may be a tendency to confuse the purely linguistic abilities of the student with communicative competence. The result of this mixture is the diminution of the validity of the test. It is therefore essential that the examiner base the grade solely on the students' ability to communicate well in a given situation."[1]

A major element in any curriculum guide which defines the proficiency to be achieved at each level of instruction is the evaluation and testing component to be utilized in assessing each of the competencies comprising that proficiency. Pencil-and-paper, fill-in-the-blank tests are not capable of measuring global communicative skills, (i.e., communicative competencies) in reading, writing, listening, and especially speaking.

The measurement of the competencies outlined in this guide, especially those that involve oral communication, can be accomplished in several ways, through:

1. direct oral interview testing procedures;
2. simulation or role playing of real communicative situations; and
3. listening comprehension tests based on real communicative contexts.

The administration of speaking tests will usually require a one-to-one or a teacher with a small group situation and the use of some type of rating scale. If a teacher does not have access to such rating scales in his or her current textbook series, the following are suggested for use in scoring both oral and written communicative competencies.

Comprehensibility Scale[2]

General Definition: Comprehensibility refers to the ability of the student to convey meaning and to make himself or herself understood.

Scale Level Definitions	Points
Comprehended some phrases or word clusters.	1
Comprehended short simple sentences.	3
Comprehended all of what student said or wrote.	5

Amount of Relevant Information Scale[2]

General Definition: Amount of communication refers to the quantity of information relevant to the communicative situation the student is able to convey.

Scale Level Definitions	Points
Very little relevant information was conveyed by the student.	1
A fair amount of relevant information was conveyed by the student.	3
Most or all relevant information was conveyed by the student.	5

Structural Accuracy of Communication Scale[2]

General Definition: Structural accuracy of communication refers to the linguistic (grammatical) correctness of the student's statements.

Scale Level Definitions	Points
Very few statements were structurally correct.	1
Many statements were structurally correct.	3
Most or all statements were structurally correct.	5

Level of Performance Scale

General Definition: The purpose of this scale is to evaluate whether or not the student is performing at the level of the class in which he/she is enrolled. ***This scale should only be used at the higher levels of instruction — Level III and above.***

Although the student may perform well on the three previous scales, his or her performance may still reflect very simple language in terms of structure and syntax and thus he/she does not meet the criteria for a Level III or above class. This is a scale for a Level III student.

Scale Level Definitions	**Points**
The communication is more appropriate to Level I with minimal responses, the use of simple sentences, and frequent requests for slowed speech or repetition of the question(s).	1
The communication is more appropriate to Level II, for although the student converses somewhat more extensively than a rank beginner, he/she does not provide details or use compound or complex sentences.	3
The communication is appropriate to Level III, in the amount of communication, the use of compound and/or complex sentences, and the more detailed information.	5

In adjusting the scale for use with Level IV students, the teacher might use the Levels II and III definitions above, adding:

> The communication is appropriate to Level IV, for the student is an interesting communicator, providing details, solving problems, improvising as necessary, and persuading or arguing as necessary.

It should be noted that the kinds of rating scales described above are not necessarily applicable to or usable with every communicative competency. Those competencies involving the receptive skills — listening comprehension and reading — may best be evaluated by testing instruments and procedures already being utilized by teachers or those published to accompany textbooks.

Although the scales listed are all "three level" scales, it is suggested that the point system be 1 point for the lowest level, 3 points for the second level, and 5 points for the highest level in each scale in order to provide a broader numerical range of scores and eliminate the need to work with fractional or decimal scores. An average of 3 points on the competencies being evaluated is considered a satisfactory mastery level for the achievement of the competencies.

Teachers who utilize these evaluation procedures must keep in mind that they are evaluating achievement and not proficiency. Proficiency evaluation is accomplished through such procedures as the ACTFL/ETS oral interview. Proficiency assessment such as the ACTFL/ETS procedure are used at the end of a foreign language experience for such purposes as placement, employer information, scholarship application or perhaps at intervals in a program to assess it in place of a written standardized test.

Notes

1. Cathy Linder, editor, *Oral Communication Testing: A Handbook for the Foreign Language Teacher.* Skokie, Illinois: National Textbook Company, 1977, page 5.
2. The first three scales were adapted by the Task Force from evaluation scales developed by Renate A. Schulz and Walter H. Bartz and cited in Cathy Linder (above), pages 6-7.

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IN FRENCH
FOR INDIANA SCHOOLS

An Addendum to

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Center For School Improvement and Performance
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1987

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Indiana Department of Education
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FOREWORD

This guide is one of three foreign language-specific guides based on the modern foreign language generic guide entitled: *A guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools*. The learning outcomes (competencies) as defined in the generic guide have been adapted so that they are specific to and appropriate for French instruction and learning. They are made up of four components, the communicative competence, the involved skill(s), the linguistic content (in Level I and II), and the evaluation schema. The format of this guide is identical to the generic guide with the exception that the proficiency statements and indicators for each level are not repeated here since--because of their low specificity level--they are identical to the ones found for each level in the generic guide.

This guide is an addendum to the generic guide and should not be used in isolation but in conjunction with the generic guide. All introductory material of the generic guide, including the section on evaluation, is applicable to this guide and should be referred to for further information and clarification in using this guide.

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THE LEVEL ONE LEARNING OUTCOMES
(French Competencies)

Cultural Context: THE FRENCH-SPEAKING WORLD

Specific Cultural Situation: Geography

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a map of the world, the student will be able to locate and pronounce the names of the countries and four continents in which French is spoken as an official language.	Reading/ Speaking	Vocabulary: names of countries, continents Phonology: pronunciation, phoneme-grapheme relationship	Accuracy of places located and pronunciation
Given a map of France, the student will be able to write in the identification of at least ten geographic points, including the mountains, rivers, cities and natural boundries.	Writing	Vocabulary: mountains, rivers, cities, boundaries, etc. Structure: spelling of place names	Accuracy of location and spelling
Given a map of France, the student will be able to locate geographic points in respect to one another in response to teacher's questions. Examples: Quelle ville se trouve au nord-est de Paris? Quelle province se trouve à l'ouest du Rhin? Donnez les montagnes entre la France et l'Espagne.	Listening/ Speaking	Vocabulary: names of geographic points, directions, prepositions Structure: interrogarive expressions, (où, quel) prepositions	Accuracy of oral response
Given a series of visuals of Paris, the student will orally identify ten he or she would like to visit during a three-day stay.	Speaking	Vocabulary: days of week, times of day, names of places Structure: Je voudrais visiter	Accuracy of pronunciation

Cultural Context: LEISURE TIME

Specific Cultural Situation: Television

Given an authentic French T.V. schedule, the student will identify at least three hours of programs he/she would like to watch, indicating program times (24-hour clock), and days of the week on which they are broadcast.	Reading/ Speaking	Vocabulary: numbers, days of week, je voudrais regarder, program names Structure: time expressions, 24-hour clock	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Expressing Preferences

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will respond to a letter from an imaginary pen pal by describing his/her likes and dislikes in sports, in weather, on T.V., and in school-related activities.	Reading/ Writing	Vocabulary: personal pronouns, seasons, names of sports, games, other activites, TV, music terms, weather expressions Structure: jouer à jour de, faire de, form of informal letter, disjunctive pronouns, aimer mieux, détester, negatives	Accuracy of written work

Cultural Context: FAMILY AND HOME

Specific Cultural Situation: Family and Home

Given a family tree labeled in French, the student will be able to answer questions about the relationships depicted. Examples: Qui est le frère de Marie? Combien de soeurs a Jacques? Comment s'appelle le père de Jacques?	Listening/ Speaking/ Reading	Vocabulary: family relationship terminology, numbers, proper names Structure: possession with de, être, avoir, détester, negatives expressions (combien, qui)	Accuracy of oral response
Given an imaginary visit by a French-speaking student, the student introduces each member of his/her family, giving one fact about each. Examples: C'est mon frère. Il est pénible. Voici ma tante. Elle travaille à l'hôpital. Voici ma cousine. Elle a trois.	Speaking	Vocabulary: relationship terminology, descriptive adjectives Structure: possessive adjectives, c'est vs. il/elle est, -er verbs voici, voilà	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Living Quarters

In an effort to describe his/her home town to an imaginary pen pal, the student will name the type of dwelling (appartement or maison), describe it simply (petit, grand, en ville, a la campagne, etc.) He/she will also name nearby points of interest (musées, restaurants, etc.) in relationship to the location of the dwelling.	Writing	Vocabulary: names of types of dwellings and points of interest, descriptive adjectives, prepositional phrases Structure: adjective agreement, il y a, à and de plus definite articles	Accuracy of written work

Specific Cultural Situation: Food and Meals

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student, simulating a trip to France, will write a postcard home to his/her teacher describing a meal he/she has had as a guest in a home in France.	Writing	Vocabulary: foods, names of courses, dishes, beverages Structure: on, comme, dessert, prendre, partitives	Accuracy of format and written work

Cultural Context: SCHOOL AND EDUCATION

Specific Cultural Situation: The Daily Schedule

Given a series of times and days of the week, the student will explain what he/she normally does at that time. Examples: Qu'est-ce que vous faites le dimanche à sept heures du matin? Que fais-tu le mardi après-midi à deux heures et quart?	Listening/ Speaking	Vocabulary: times of day, days of week, numbers, daily activities Structure: aller, faire, telling time, le with days of week expressing time (le matin), activity-related verbs	Accuracy of oral response
The student responds to an imaginary pen pal's description of his/her weekly schedule with a comparable schedule of classes and school activities. (Chart may be used).	Reading/ Writing	Vocabulary: meals (déjeuner) names of school courses and daily activities, days of week, numbers Structure: definite article à with expressions of time	Accuracy o written wo

Specific Cultural Situation: Classroom Directions

Given a series of commands by the teacher, the student will perform the appropriate actions. Examples: Allez au tableau et écrivez votre nom. Ouvrez votre livre à la page cinquante-trois. Sortez du papier et un crayon.	Listening	Vocabulary: classroom furniture, tools Structure: imperatives, classroom directions	Accuracy of student action

Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Travel within a Country

Given an imaginary itinerary within the French-speaking world, the student will describe the various modes of transportation he/she uses or is going to use. Examples: Je vais à Chamonix par le train. On va au musée en autobus	Writing	Vocabulary: names of geographic places, modes of travel Structure: prepositional phrases of motion and location, verbs associated with travel, futur proche	

Specific Cultural Situation: Getting Around in the City

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a map of a part of a city in a French-speaking country, the student will listen to a series of directions as to how to get to a specific place, indicating the directions by drawing arrows on the map.	Reading/ Listening	Vocabulary: names of places, streets, landmarks, directions (*nord*, *ouest*, *à gauche*, *tout droit*, *puis*, *ensuite*, etc.) Structure: prepositional constructions (*à*, *de*) plus definite article, prepositions (*devant le théâtre*), contraction of *de* with definite article	Accuracy of response

Specific Cultural Situation: Obtaining Lodging

Given a chart that includes information about a specific hotel, the student will listen to a conversation between the hotel clerk and a tourist, circling on his/her chart the things that will be included in the price the tourist will pay.	Listening/ Reading	Vocabulary: numbers, money, service terms (*petit déjeuner*, *douche*, *bain*, *compris*, *non compris*, *W.C.* *combien coûte*, etc.) Structure: phoneme-grapheme relationships	Accuracy of response

Specific Cultural Situation: Greeting/Leave Taking

The student will greet and introduce him/herself to different people he/she meets on a train (an elderly gentleman, a woman traveling with her infant daughter, a doctor, etc.) and will take leave of each.	Listening/ Speaking	Vocabulary: forms of address (*Monsieur*) *je m'appelle*.., expressions of greeting, leave taking	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Food and Meals

The student will listen to a conversation in a cafe in which two people are ordering and indicate on his/her copy of the menu what each has ordered.	Reading/ Listening	Vocabulary: name of cafe foods and beverages Structure: phoneme-grapheme relationships	Accuracy of response

Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Shopping

Given two or three items found in six to eight different kinds of shops, stores or markets in a French-speaking country, the student will identify the shop, store or market by writing the name of the appropriate shop, etc. next to the item to be purchased.	Reading/ Writing	Vocabulary: names of shops, stores, markets, products	Accuracy of written work

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student, with the teacher serving as a salesperson, role plays a situation in which he/she is a customer doing the following: a. inquiring as to the cost of a specific item (a blouse, shirt, a tote bag, a patent medicine, etc.), paying in francs; b. inquiring as to the item's availability in other (continental) sizes, colors, price ranges, etc.(plus grand, plus petit, plus cher, moins cher); and c. asking where he/she may find a totally unrelated item.	Listening/ Speaking	Vocabulary: names of products, colors, descriptive adjectives, numbers, European sizes Structure: comparatives, expressions of inquiry, cost (combien coûte?), Quelque chose de...	Comprehensibilit Rating Scale

Specific Cultural Situation: The Weather

In a series of mini-conversations, the student's "foreign mother" describes the weather and the student responds appropriately as to what he/she must wear or do in view of the weather. Example: Mother: Il fait cinq degrés et il pleut. Student: Je prends mon parapluie. or Où est mon parapluie? or Zut! je n'ai pas de parapluie!	Listening/ Speaking	Vocabulary: numbers, weather expressions, items of clothing associated with the weather, Celsius scale Structure: verbs of wearing, taking, borrowing (porter, emprunter, prêter) faire, avoir idioms of weather	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Using the Telephone

Given an alphabetized list of shops and services, the student will tell the teacher: (a) whom he/she would call in the following circumstances; and (b) the telephone number. Examples: Vous avez faim. Vous avez besoin de l'aspirine. Il y a un accident. Votre voiture ne marche pas. Vous êtes malade (vous n'allez pas bien). Ambulance 23-33-53 Garage 14-16-18 Librairie 50-60-40 Médecin 41-51-11 Pharmacie 52-32-48 Restaurant 20-23-25	Reading/ Speaking	Vocabulary: numbers, descriptive adjectives, service related terms Structure: avoir expressions, present tense	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Classroom Requests

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a series of situations, the student will make appropriate requests. Examples: Tu veux aller aux toilettes.-- Est-ce que je peux aller aux toilettes? Tu as besoin d'aller chez l'infirmière.-- Est-ce que je peux aller chez l'infirmière? Tu n'as pas de livre (de crayon, d'argent).-- As-tu un livre (un crayon, de l'argent)? Tu ne sais pas la date.-- Quelle est la date?	Listening/ Speaking	Vocabulary: names of classroom items (règle, crayon), interrogatives Structure: inquiry mode, expressions related to requesting and needing (est-ce que je peux, je voudrais, j'ai besoin de).	Comprehensibility Rating Scale
Upon hearing a series of requests for information, the student will respond appropriately, either verbally or through physical actions. Examples: Combien de disques as-tu? Qu'est-ce qu'il y a dans ton sac? Où travaille ton père? A qui téléphones-tu? Pourquoi es-tu en retard? Quel âge as-tu? Quand est ton anniversaire? Quand est-ce que tu études?	Listening/ Speaking	Vocabulary: numbers, interrogatives Structure: avoir, être, -er verbs	Structural Accuracy of Communication Rating Scale plus appropriateness of physical response

Specific Cultural Situation: "Small Talk"

Given a series of situations, the student will respond by describing his/her state of being. Examples: Il est 7h. du soir et vous n'avez pas déjeuné.--J'ai faim. C'est décembre et vous attendez un autobus.--J'ai froid. Il y a tout l'après-midi que vous jouez au football.--Je suis fatigué.	Listening/ Speaking	Vocabulary: avoir/être expressions, adjectives Structure: expressions of states of being	Structural Accuracy of Communication Rating Scale

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a series of situations from an imaginary trip to a French-speaking culture, the student will respond with an appropriate expletive or gesture. Examples: L'autobus est en retard.-- Quelle barbe! Vous avez perdu votre billet.-- Idoit!	Listening/ Speaking	Vocabulary: expletives, espèce de...	Structural Accuracy of Communication Rating Scale

THE LEVEL TWO LEARNING OUTCOMES
(French Competencies)

Cultural Context: THE FRENCH-SPEAKING "WORLD"

Specific Cultural Situation: Geography

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will role play a situation in which he/she has won a trip around the world to ten French-speaking cities and/or countries, identifying the places he/she will visit in the order in which he/she plans to go.	Speaking	Vocabulary: names of geographic sites, d'abord, puis, alors, ensuite, enfin Structure: and ordering, future time, prepositions with countries and cities	Structural Accuracy of Communication Rating Scale
The student will identify in writing the places in the Francophone world to which he/she will go in order to experience a variety of opportunities (la pelote, le hockey, les vendanges).	Reading/ Writing	Vocabulary: names of places, activities, sports, etc. Structure: future time, prepositions with countries, cities, sports, etc.	Accuracy of written work

Cultural Context: LEISURE TIME

Specific Cultrual Situation: Sunday with the Family

The student role plays a situation in which he/she is having a "home stay" in a French-speaking country and writes a letter to his/her teacher describing how he/she and the host family have spent a Sunday.	Writing	Vocabulary: names of family members, family activities Structure: past time, letter format, reflexive verbs	Accuracy of written work

Specific Cultural Situation: Attending a Special Event

The student will role play a situation in which he/she has attended a special event like the le Tour de France, le Carnaval d'hiver à Québec, le Mardi Gras à Nice, or le Quatorze Juillet, and write what he/she saw in a letter to a classmate.	Writing	Vocabulary: words relevant to the event, verbs of action, descriptive adjectives Structure: past time, letter format	Accuracy of written work

Specific Cultural Situation: Bringing Back Souvenirs

The student will role play a situation in which he/she visited a French-speaking country and describe at least three souvenirs he/she brought home that are typical of that culture.	Speaking	Vocabulary: names of products and regions of countries descriptive adjectives Structure: agreement and placement of adjectives	Amount of Relevan Information Rating Scale

Cultural Context: FAMILY AND HOME

Specific Cultural Situation: Food and Meals

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student, on an imaginary trip with his/her parents who do not speak French, will interpret at least five of their request at a meal in a French family's home.	Listening/ Speaking	Vocabulary: mealtime terms Structure: expressions of quantity, imperatives, expressions of requesting, declining and complimenting	Structural Accuracy of Communication Rating Scale

Examples:

Family request:	Student response:
Ask for a fork.	Une fourchette pour ma mère, s.v.p.
Ask for more bread.	Encore du pain, s.v.p.
Compliment the roast.	Le rôti est très bon.
Decline more wine.	Plus de vin, merci.

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Role playing that he/she is visiting a family in a French-speaking culture, the student will write his/her teacher a letter explaining the times at which meals take place and two typical meals he/she has had.	Writing	Vocabulary: mealtime terms, descriptive adjectives Structure: telling time, past time, letter format, partitive construction	Accuracy of written work

Specific Cultural Situation: Living Quarters

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will role play a situation in which he/she is showing a French-speaking student his/her room, showing him/her around the house and explaining any facilities (toilet, shower, etc.) that may operate differently in preparation for the student's stay there.	Speaking	Vocabulary: rooms of house, facilities, voilà, voici Structure: present tense, prepositional phrases	Structural Accuracy of Communicatio Rating Scale

Specific Cultural Situation: Parties

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will role play a conversation with a French-speaking student in which he/she describes an American party he/she has held for a family member, including the time, place, some of the people in attendance, and some of the gifts given or the games played.	Speaking	Vocabulary: numbers, places, family members, menu items, gifts, games Structure: telling time, past time, partitive construction	Comprehensibility Ratin Scale

Specific Cultural Situation: Entertaining

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Role playing a situation in which he/she will be hosting a French-speaking student for a weekend, the student will plan menus for at least one day of meals and two activities (e.g., meeting friends, touring the city, etc.).	Writing	Vocabulary: mealtime terms, activities places Structure: telling time, future time, sequencing	Accuracy of written work

Specific Cultural Situation: Conveying Personal Information

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student writes a letter to an imaginary pen pal in a French-speaking culture, including the following: a. a short description of each member of his/her family, including pets; b. a brief description of the house or apartment in which his/her family lives; and c. questions asking the pen pal about his/her family and living quarters.	Writing	Vocabulary: Descriptive adjectives, family members, rooms of house, animals Structure: formation of questions, letter format, adjective agreement and placement	Completeness and accuracy of written work

Cultural Context: SCHOOL AND EDUCATION

Specific Cultural Situation: Weekly Schedule of Classes

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Simulating the role of a student in a French-speaking country, the student will write two journal entries--one describing the school day just past and one describing the plans he/she has for the next day which he/she has off.	Writing	Vocabulary: names of courses, activities, areas about the school Structure: past and future time	Accuracy of written work

Specific Cultural Situation: School Building

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student role plays a situation in which he/she shows a French-speaking student through his/her school, identifying the various rooms by the courses or activities held there.	Speaking	Vocabulary: names of school areas, courses personnel Structure: nouns plus de plus nouns (nouns used as adjectives), Ex.: la salle de documentation Prepositional phrases (à droite), on with faire, enseigner (on fait de, on enseigne)	Comprehensibility Rating Scale

Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Food and Meals

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given two French menus representing two restaurant window signs, the student will select a restaurant in which to eat, explaining at least two reasons for the choice he/she has made.	Reading/ Speaking	Vocabulary: dishes, numbers, currency, descriptive terms Structure: expressions of preference, comparisons, partitive, à cause de vs. parce que	Structural Accuracy of Communication Rating Scale
Given a French menu and an exact amount of money to spend, the student will, with the teacher serving as waiter or waitress, order a complete meal he/she can "afford."	Reading/ Speaking	Vocabulary: dishes, beverages, currency Structure: expressions of requesting, ordering, partitive	Completeness o the meal, meeting the budget, and Comprehensibility Rating Scale
Role playing a situation in which he/she and a friend will be out sightseeing all day in France, the student will describe where and what they will buy for a "pickup"or picnic lunch they can eat in a park (charcuterie, épicerie, boulangerie).	Speaking	Vocabulary: names of food shops, picnic foods Structure: future time, partitive, prepositional phrases, metric system, expressions of quantity	Comprehensibility Rating Scale

Specific Cultural Situation: Getting around in the City

Given a map of a French-speaking city, the student will orally give directions from one predetermined point to another.	Reading/ Speaking	Vocabulary: directions (à gauche, tout droit, etc.) Structure: imperatives, sequencing, prepositions	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Getting around in the Country

The student using a bus or train schedule in a French-speaking country, will identify a tour he/she wants to take, describing the time of the departure, the length of the trip, some of the key features and the time of return.	Reading/ Speaking	Vocabulary: numbers, geographic locations, sites in city (monuments), symbols Structure: schedule format, telling time (24-hour clock), expressions of duration, wanting, wishing	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Obtaining Lodging

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a hotel guide in French, the student will role play helping his/her parents choose a hotel on the basis of set specifications: He/She: a. can spend only X dollars per day, including breakfast; b. must use a credit card; c. is sharing the room; d. wants a shower in the room; and e. has a car and needs a place to park.	Reading/ Speaking	Vocabulary: "hotel" words, room designations (chambre à un lit, à deux lits, avec w.c., etc.), currency, abbreviations, parking, douche, carte de crédit	Accuracy of hotel selection
The student role plays a situation in which he/she is trying to resolve a problem in the hotel room he/she has just checked into (e.g., no towels, not toilet, shower or toilet location, etc.). Examples: Il n'y a pas de serviette Où est la douche?	Speaking	Vocabulary: hotel room appointments (serviettes, oreillers, douche, toilettes, couvertures) Structure: question formation, negation, avoir besoin de, il n'y a pas de	Comprehensibili Rating Scale

Specific Cultural Situation: The Weather

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given an imaginary itinerary around the Francophone world and the weather reports for three of the countries to be visited, the student will list the clothing he/she expects to pack for each country.	Reading/ Writing	Vocabulary: weather terms, geographic sites, items of clothing Celsius scale, abbreviations, symbols used in weather reports	Accuracy of written work

Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Letters

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will write the appropriate salutations and closings for French letters to each of the following: a friend, a hotel, a new pen pal, his/her teacher, and his/her host family in the foreign culture.	Writing	Vocabulary: "letter" language Structure: salutations, closings, punctuation, capitalization	Accuracy of written work
The student will write a business letter to an embassy or a syndicat d'initiative, requesting tourist, hotel and historical information.	Writing	Vocabulary: "tourist" lexicon Structure: expressions of requesting, business letter form	Accuracy of written work

Specific Cultural Situation: Shopping

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given the following needs in a post office, the student will make the appropriate request or ask the necessary question: a. He/she wants to know the cost of sending a postcard to the U.S. via airmail; b. he/she needs to know the cost of sending a letter somewhere within the same country; c. he/she needs *aérogrammes*; and d. he/she needs to place a phone call.	Speaking	Vocabulary: relevant lexicon (*timbre*, *enveloppe*, etc.), numbers, geographic terms, currency Structure: expressions of requesting, questions	Structural Accuracy of Communication Rating Scale
Given a predicament of some kind (a lost piece of clothing a broken heel on a shoe, a tear in trousers, etc.), the student in discussion with his/her French-speaking guide (the teacher): a. Explains what the problem is; b. finds out where he/she must go to buy a replacement; c. determines what metric size he/she needs; and d. finds out the approximate cost.	Speaking	Vocabulary: articles of clothing, language related to predicaments, metric system, currency Structure: currency, expressions of need and requesting, past time	Amount of Relevant Information Rating Scale

Specific Cultural Situation: "Small Talk"

Given a brief oral description of a traveler he/she has met on a train in a French-speaking country, the student will introduce himself/herself and initiate a conversation on some general topic (the weather, the traveler's profession, the length of the trip, the traveler's destination, etc.).	Listening/ Speaking	Vocabulary: place names, professions, numbers, miles vs. kilometers, weather expressions Structure: *tu* vs. *vous*, time expressions, interrogatives	Amount of Relevant Information Rating Scale
Given a series of situations, the student will respond with a suitable wish or comment. Examples: a. someone sneezes (*à tes souhaits*) b. someone is having a birthday (*bon anniversaire*) c. someone is leaving on an extended trip, etc. (*bon voyage*)	Listening/ Speaking	Vocabulary: social amenities Structure: expression of wishes	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Obtaining Services or Help

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student role plays a situation in which he/she and his/her friend need services in an airport, a railroad station, hotel, métro, etc. of a French-speaking country. Examples: Nous cherchons un porteur. Où est-ce qu'on achète des billets?	Listening/ Speaking	Vocabulary: lexicon related to airports, depots, hotels, etc. Structure: expressions of requesting, use of on	Structural Accuracy of Communication Rating Scale
The student role plays a situation in which a visiting Francophone student does not understand the classroom directions he/she has been given by explaining: Ecrivez en crayon. Il faut aller au tableau, etc.	Listening/ Speaking	Vocabulary: classroom terminology and directions Structure: commands, il faut	Structural Accuracy of Communication Rating Scale
Given a situation in which a friend in a French-speaking country is going shopping, the student will tell him/her several items he/she needs. Examples: Cherche-moi de l'aspirine à la pharmacie, s'il te plaît.	Speaking	Vocabulary: names of stores, shops, products Structure: partitive commands, prepositional phrases, object pronouns	Comprehensibility Rating Scale

Cultural Context: WORLD OF WORK

Specific Cultural Situation: Professions

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Role playing a situation in which he/she is helping a French-speaking student whose English is weak, the student explains what each of several professions does in a sentence or two, identifying product or place of work or both (nurse, pilot, baker, etc.).	Speaking	Vocabulary: professions, products, places of work Structure: prepositional phrases, relative clauses	Comprehensibility Rating Scale

THE LEVEL THREE LEARNING OUTCOMES
(French Competencies)

Cultural Context: THE FRENCH-SPEAKING WORLD

Specific Cultural Situation: A Specific Country

Communicative Competence	Skill(s)	Evaluation Schema
Given information on a Francophone country, the student acting as a travel agent will "sell" a tourist (the teacher) on visiting this country, giving the following kinds of information: a. the climate during a certain season; b. things of interest to see; c. major cities; d. foods and major occupations; and e. fun things to do there.	Reading/ Speaking	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Interdependence

The student will research and deliver a simple oral report on one influence the speakers of the French language have had on the United States, either historically or in contemporary times.	Reading/ Speaking	Comprehensibility Rating Scale

Cultural Context: LEISURE TIME

Specific Cultural Situation: TV/Radio

Given information about TV in the French-speaking culture(s), the student will contrast TV in that culture with that of the United States.	Reading/ Writing	Accuracy of written work and/or Amount of Relevant Information Rating Scale
Given a radio or TV broadcast of a popular French song, the student will give his/her reaction and/or identify the main theme of the song.	Listening/ Writing	Accuracy of written work and/or Amount of Relevant Information Rating Scale

Specific Cultural Situation: Popular Media

Given an issue or several issues of a newspaper, the student will compare one aspect of it (ads, obituaries, sports, reports, etc.) to its American counterpart in a short composition.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Rating Scale

Communicative Competence	Skill(s)	Evaluation Schema
Given several cultural beliefs and values, the student will identify them in an issue or several issues of a newspaper or magazine and write a short composition.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Rating Scale

Specific Cultural Context: Going to the Movies

The student role plays a situation in which he/she explains to a friend (the teacher) visiting France for the first time ways in which attending a movie in France differs from attending a movie in the United States.	Speaking	Amount of Relevant Information Rating Scale

Cultural Context: FAMILY AND HOME

Specific Cultural Situation: Food and Meals

Given a short paragraph describing a meal, the student will identify table etiquette or table-setting differences between his/her and the French-speaking culture.	Reading/ Writing	Accuracy of written work
The student role plays a situation in which he/she is explaining to a foreign student he/she has invited to dinner the differences between meals in this country and those in the French-speaking culture.	Speaking	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Living Quarters

Given a picture of a room in a home of a French-speaking culture, the student will write a paragraph describing the room in detail and some of the activities that might take place in that room	Writing	Accuracy of written work
Playing the role of a person who has spent a weekend in a French home, the student will write a thank-you letter mentioning the activities and foods served.	Writing	Accuracy of written format and written language

Cultural Context: SCHOOL AND EDUCATION

Specific Cultural Situation: A Week in a French School

Role playing a situation in which he/she is attending a school in France, the student will make a tape describing his/her first week in school and send it to his French teacher at home.	Speaking/ Reading	Amount of Relevant Information Rating Scale

Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Obtaining Lodging

Communicative Competence	Skill(s)	Evaluation Schema
With the teacher acting as an *employé* in the *Syndicat d'Initiative*, the student will inquire about various types of accomodation and meal plans available in hotels in that area.	Listening/ Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Food and Meals

Given an authentic menu, the students in threes role play a situation in a restaurant in which several facets of the service are unsatisfactory.	Listening/ Reading/ Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Famous Places to Visit

Given information orally about a specific city, the student will take notes including the following kinds of information: a. what sites are famous b. when they were built c. why they were built	Listening/ Writing	Amount of Relevant Information Rating Scale
Given a specific city, the student will identify a few famous places to visit, describing each in a short paragraph.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Rating Scale

Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Shopping

The student role plays a situation in a Francophone culture in which he/she is explaining to a salesclerk from whom he/she has just made a purchase (a purse, a record album, etc.,) that this is a gift he/she: a. wants to send to the U.S.; b. wants to insure; c. wants to know the cost of sending; and d. would like to know how long it will take to arrive.	Speaking	Level of Performance Rating Scale
Given the name and address of a company in a French-speaking country, the student will write a business letter ordering a product (a record, a book, etc.), including: a. a description of the item wanted; b. a request for information as to the cost of the item and the cost of sending it; c. a request for information as to how payment is to be handled; and d. a request for information as to how long shipping will take.	Writing	Accuracy of written format and language

Communicative Competence	Skill(s)	Evaluation Schema
The student will study a specific aspect of shopping (i.e., shopping for food) in the French-speaking culture and write a paragraph comparing shopping habits in the culture with those in this country, including some personal judgment as to whose practices are more efficient and effective	Reading/ Writing	Accuracy of written work

Cultural Context: WORLD OF WORK

Specific Cultural Situation: Summer Employment

Given an advertisement, the student will "apply" for a summer job or an au pair situation in the French-speaking culture, explaining in the letter what courses he/she has studied, the grades received and his/her special qualification.	Reading/ Writing	Accuracy of written work

Cultural Context: HISTORY AND POLITICS

Specific Cultural Situation: Major Events

When given a list of major events in the history of a French-speaking culture, the student will arrange the events in chronological order. (Suggestion: make a timeline.)	Reading/ Writing	Accuracy of written work

Specific Cultural Situation: Historical Figures

The student will assume the role of a historical figure from the French-speaking world, telling about the period in which he/she lived and what he/she did when alive.	Reading/ Speaking	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Governmental Organization

The student will originate statements contrasting the government of the French-speaking country with that in the United States. These statements might include: a. the chief official(s); (Président de la République, Premier Ministre) b. The type of government, time and frequency of elections; and c. geo-political division (provinces, départements).	Reading/ Writing	Accuracy of written work

Cultural Context: FINE ARTS

Specific Cultural Situation: Visual Arts

The student will select and study about a painter in preparation for a short oral report to the class including examples of the painter's work.	Reading/ Speaking	Comprehensibility Rating Scale

Communicative Competence	Skill(s)	Evaluation Schema
Shown two works by a major artist, the student will compose a personal reaction.	Writing	Accuracy of written work
Simulating a visit to a famous museum (e.g., Musée d'Orsay, the Louvre), the student will role play a tour guide, describing each of several works and their artists in two or three sentences each.	Reading/ Speaking	Comprehensibility Rating Scale
Specific Cultural Situation: Music/Dance		
The student will select and study about a musician, composition, or ballet for a short oral report to the class.	Reading/ Speaking	Comprehensibility Rating Scale
Specific Cultural Situation: Literature		
After reading a short story, a passage of a literary work, or a poem, the student will write a summary and/or write his/her own personal reactions to the piece.	Reading/ Writing	Accuracy of written work
After listening to a folktale, a fairy tale, a legend, a poem, or a passage from a literary work, the student will write an outline summary of what he/she has heard.	Listening/ Writing	Amount of Relevant Information Rating Scale
The student will role play characters (or the authors) of short fiction, folklore, novels, or poetry they have been studying, giving information about "themselves" and their activities. (A videotape could be made.)	Reading/ Speaking	Comphehensibility or Amount of Relevant Information Rating Scale

THE LEVEL FOUR LEARNING OUTCOMES
(French Competencies)

Cultural Context: THE FRENCH-SPEAKING WORLD

Specific Cultural Situation: Contrastive Practices

Communicative Competence	Skill(s)	Evaluation Schema
After listening to three oral passages each of which contains vocabulary and/or cultural allusions associated with a specific French-speaking region or country, the student will identify the location where each passage could have originated, citing the vocabulary or cultural references that influenced that choice.	Listening/ Writing	Structural Accuracy of Communication Rating Scale

Cultural Context: SCHOOL AND EDUCATION

Specific Cultural Situation: Baccalauréat

The student role plays a situation in which he/she is a French student who has just failed the bac. He/she will discuss with parents, friends etc., his future plans.	Reading/ Speaking	Amount of Relevant Information Rating Scale

Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Famous Places to Visit

Given information on a French-speaking city, region or province, the student, role playing a tour guide, will identify and describe several historical events that happened there.	Reading/ Speaking	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Fantasy

Given an opening statement such as "If I were a millionaire," the student will describe his/her fantasy trip around the world, explaining the choice made.	Speaking	Sturctural Accuracy of Communication Rating Scale

Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Communicating with a Doctor or Pharmacist

Given information about an illness or injury, the student will explain the symptoms to a doctor or pharmacist.	Reading/ Speaking	Comprehensibility Rating Scale

Cultural Context: WORLD OF WORK

Specific Cultural Situation: Job Interview

Given background information on an available job, the student will play the role of a job applicant in an interview situation.	Reading/ Listening/ Speaking	Amount of Relevant Information Rating Scale

Cultural Context: HISTORY AND POLITICS

Specific Cultural Situation: Historical Periods

Communicative Competence	Skill(s)	Evaluation Schema
The student will research a period in the history of a French-speaking country and write a paper explaining the major events and the important people of the period.	Reading/ Writing	Accuracy of Communication Rating Scale plus Amount of Relevant Information Rating Scale

Specific Cultural Situation: Current Movements

The student, using a French-language newspaper or magazine, will read an article on a contemporary problem and report on it.	Reading/ Speaking	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Famous Historical Figures

After researching a famous French-speaking figure, the student will role play that personage describing and defending his/her activities and actions.	Reading/ Speaking	Comprehensibility Rating Scale and/or Level of Performance Rating Scale

Cultural Context: FINE ARTS

Specific Cultural Situation: Visual Arts

Given a film or a videotape in French, the student will outline, summarize, or critique it.	Listening/ Writing	Structural Accuracy Rating Scale and/or Amount of Relevant Information Rating Scale
Given a film a videotape, a recording or a radio broadcast in French, the student will discuss one point of interest in some depth.	Listening/ Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Famous Creative People

The student will research a specific author (painter, musician, architect) and the period in which he/she lived or lives and prepare a 3-5 minute lecturette centered about this person's work in relationship to the period in which he/she lived or lives (in regard to clothing, politics, etc.).	Reading/ Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Literature

Communicative Competence	Skill(s)	Evaluation Schema
Students will dramatize an episode from a short story or novel they have studied or a scene from a drama they have read.	Reading/ Speaking	Comprehensibility Rating Scale and/or Level of Performance Rating Scale
After reading a selected piece of literature, the student will write a paper discussing the author's attitude toward a specific theme (death, love, honor, humor, etc.).	Reading/ Writing	Structure Accuracy of Communication Rating Scale and/or Comprehensibility Rating Scale
After reading a selected piece of literature, the student will prepare a 3-5 minute lecturette contrasting the author's attitude toward a specific theme with his/her own attitudes.	Reading/ Speaking	Comprehensibility Rating Scale and/or Level of Performance Rating Scale
After reading a selected piece of literature, the student will write a one-act play or rewrite the ending.	Reading/ Writing	Amount of relevant Information Rating Scale and/or Structural Accuracy of Communication Rating Scale
After listening to a story or fable, the student will create his/her own fable, story, or fairy tale that teaches a moral, explains why something is the way it is, or explains a cultural practice. Examples: Why do we have butterflies? What does the fable of the crow and the fox reveal about pride and false flattery?	Listening/ Speaking	Comprehensibility Rating Scale and/or Amount of Relevant Information Rating Scale

Specific Cultural Situation: Architecture

Given examples of French architectural styles, the student will identify them.	Reading/ Listening/ Writing	Comprehensibility Rating Scale

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Inquiries regarding compliance with Title IX may be directed to the Personnel Director, Indiana Department of Education, Room 229 State House, Indianapolis, IN 46204, or to the Director of the Office of Civil Rights, Department of Health and Human Services, Washington, D.C.; **H. Dean Evans, State Superintendent of Public Instruction.**

A GUIDE TO PROFICIENCY-BASED INSTRUCTION
IN GERMAN
FOR INDIANA SCHOOLS

An Addendum to

A GUIDE TO PROFICIENCY-BASED INSTRUCTION
IN MODERN FOREIGN LANGUAGES
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Indiana Department of Education
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Editor

Walter H. Bartz
Foreign Language Education Consultant
Center for School Improvement and Performance
Indiana Department of Education

1987

Center for School Improvement and Performance
Indiana Department of Education
H. Dean Evans, Superintendent

FOREWORD

This guide is one of three foreign language-specific guides based on the modern foreign language generic guide entitled: *A Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools*. The learning outcomes (competencies) as defined in the generic guide have been adapted so that they are specific to and appropriate for German instruction and learning. They are made up of four components, the communicative competence, the involved skill(s), the linguistic content (in Level I and II), and the evaluation schema. The format of this guide is identical to the generic guide with the exception that the proficiency statements and indicators for each level are not repeated here since--because of their low specificity level--they are identical to the ones found for each level in the generic guide.

This guide is an addendum to the generic guide and should not be used in isolation but in conjunction with the generic guide. All introductory material of the generic guide, including the section on evaluation is applicable to this guide and should be referred to for further information and clarification in using this guide.

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THE LEVEL ONE LEARNING OUTCOMES
(German Competencies)

Cultural Context: THE GERMAN-SPEAKING "WORLD"

Specific Cultural Situation: Geography

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a map of the world, the student will be able to locate and pronounce the names of the principal countries and the capitals in which German is spoken as an official language.	Reading/ Speaking	Vocabulary: names of countries/cities Phonology: pronunciation, word stress, phoneme-grapheme relationships	Accuracy of places located and pronunciation
Given a map of the German-speaking countries, the student will be able to write in the identification of major geographic points, mountains, rivers, cities, *Bundesländer*, etc.	Writing	Vocabulary: names of mountains, rivers, cities, etc. Structure: spelling of place names	Accuracy of location and spelling
Given a map of the German-speaking countries, the student will be able to locate geographic points in respect to one another. Examples: Welche Stadt ist nördlich von Bonn? Welche Stadt liegt am Rhein?	Listening/ Speaking	Vocabulary: names of geographic points, directions, prepositions Structure: prepositional idioms relating to location	Accuracy of oral response

Cultural Context: LEISURE TIME

Specific Cultural Situation: Television

Given an authentic German T.V. schedule, the student will identify names, times, and days of the week on which they are broadcast.	Reading/ Speaking	Vocabulary: numbers, days of the week, program names Structure: time expressions, expressions *gern* or *möchte*, use of *nicht*	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Sports/Hobbies

The student will respond to a letter from an imaginary pen pal identifying those sports, games and/or hobbies in which he/she is involved in each of the four seasons of the year, and will ask similar questions of his/her pen pal.	Reading/ Writing	Vocabulary: first person pronouns, seasons, weather, names of sports, hobbies, games Structure: verbs associated with sports, games, hobbies, leisure time activities, form of an informal letter, use of *nicht*	Accuracy of written letter

Specific Cultural Situation: Expressing Preferences

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will respond to a taped "letter" from a pen pal by describing his/her dislikes in music, sports, weather, on T.V., etc.	Listening/ Speaking	Vocabulary: names of sports, music terms, weather expressions, program names, etc. Structure: expressions of likes/dislikes, comparison of adjectives-gern, lieber, am liebsten- prepositions für and gegen	Structural Accuracy of Communication Rating Scale

Cultural Context: FAMILY AND HOME

Specific Cultural Situation: Family Relationships

Given a family tree labeled in German, the student will be able to answer questions about the relationships depicted. Examples: Wie heißt Inges Bruder? Wieviele Schwestern hat Hans? Wie heißt Jacobs Vater?	Reading/ Speaking/ Listening	Vocabulary: names of family members, numbers verbs: heissen, haben, sein, preposition von Structure: plurals, possessives, conjugation of verbs above in vocabulary	Accuracy of oral response
Given an imaginary visit by a German-speaking student, the student introduces each member of his/her family, giving at least one fact about each. Examples of a fact: Er is 30 Jahre alt. Er wohnt in Detroit. Er ist dick.	Speaking	Vocabulary: names of family members, descriptive adjectives, numbers Structure: possessives, expressions of introductions such as darf ich vorstellen?	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Living Quarters

In an effort to describe his/her home to an imaginary pen pal, the student will draw and label a floorplan of his/her house or apartment including one sentence about what is done in each room or whose room it is.	Writing	Vocabulary: rooms of house, appropriate verbs: essen, schlafen, etc. Structure: possesives, present tense of stem changing verbs, idiomatic expression such as im, in der	Accuracy of written labels and descriptive sentences

Specific Cultural Situation: Food/Meals

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student, simulating a trip abroad, will write a postcard home to his/her teacher describing a meal he/she has had as a guest in a home in the German-speaking culture.	Writing	Vocabulary: names of foods, dishes, beverages, breads, etc. Structure: Past tense (present perfect), postcard format, personal pronouns	Accuracy of format and written work Food should be culturally appropriate for the meal being described

Specific Cultural Situation: Household Chores

Given an imaginary visit by a German-speaking student, the student will describe to him/her at least three household chores he/she has to do at home before they can go to the movies that evening.	Speaking	Vocabulary: verbs dealing with household chores Structure: modals, accusative case	Accuracy of oral response

Cultural Context: SCHOOL AND EDUCATION

Specific Cultural Situation: The Daily Schedule

Given a series of times, the days of the week, the student will explain what he/she normally does at that time. Examples: Was machst du sonntags um sieben Uhr? Was machst du dienstags um vierzehn Uhr fünfzehn?	Listening/ Speaking	Vocabulary: days of the week, numbers, daily activities Structure: present tense, telling time	Accuracy of oral response
The student responds to an imaginary pen pal's description of his/her weekly schedule of classes and school activities. (May be in narrative form reflecting the present time, last year's schedule or a schedule the student will have in the future, depending upon desired emphasis or may be in chart form which student fills out.)	Reading/ Writing	Vocabulary: names of school courses and activities, days of the week, numbers Structure: telling time, present, past or future tense (may involve comparatives)	Accuracy of written work

Specific Cultural Situation: Classroom Directions

Given a series of commands by the teacher, the student will perform the appropriate actions. Examples: Geh bitte an die Tafel undschreibe deinen Namen! Öffnet das Buch auf Seite 53! Nimm ein Stück Papier und einen Bleistift!	Listening	Vocabulary: classroom furniture, tools Structure: imperatives, classroom directions	Appropriateness of student response

Specific Cultural Situation: The School Plant

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student role plays a situation in which he/she shows a foreign student through his/her school identifying the various room by the courses or activities held there.	Speaking	Vocabulary: names of school areas and courses, *dieser (der)* words Structure: present tense, prepositional phrases with *in*, *man* expressions (indefinite pronoun)	Comprehensibility Rating Scale

Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Long-Distance Travel

Given an itinerary involving X number of destinations and originating and terminating in his/her hometown, the student will describe the various modes of transportation he/she will use in taking the trip.	Writing	Vocabulary: names of geographic places, modes of travel, verbs associated with travel Structure: prepositional phrases such as *mit dem Bus*, *zu Fuss*, etc., present or future tense, future time may be expressed with adverbs of time	Accuracy of written work

Specific Cultural Situation: Travel within a Country

Given an imaginary itinerary within a German-speaking country, the student will describe the various modes of transportation he/she "used" in traveling from place to place.	Reading/ Writing	Vocabulary: names of geographic places, modes of travel, verbs associated with travel Structure: prepositional phrases such as *mit dem Bus*, past tense (conv. past), prepositions: *um* and *über*	

Specific Cultural Situation: Getting Around in the City

Given a map of a part of a city in a German-speaking country, the student will listen to a series of directions as to how to get to a specific place, indicating the directions by drawing arrows on the map. Example: Gehen Sie die Straße entlang und an der ersten Ecke biegen Sie rechts ab!	Reading/ Listening	Vocabulary: names of places, streets, landmarks, directions (north, west, left, straight ahead, etc.), prepositions *um* and *durch* Structure: Imperatives	Accuracy of directions indicated on map

Specific Cultural Situation: Obtaining Lodging

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a chart that includes information about a specific hotel, the student will listen to a conversation between the hotel clerk and a tourist, circling on his/her chart the things that will be included in the price the tourist will pay.	Listening/ Reading	Vocabulary: numbers, money, service terms (Frühstück, Bad, parken, etc.), verbs associated with prices, costs, services Structure: Interrogatives	Accuracy of items circled on chart

Specific Cultural Situation: Greeting and Leave Taking

Given a brief oral description of five different people he/she has met on a train, including their names (an elderly gentleman with a dog, a woman traveling with her infant daughter, a doctor etc.), the student will both greet each orally and take leave of each.	Listening/ Speaking	Vocabulary: proper names, descriptive terms Structure: expressions of greeting and leave taking, proper forms of address	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Food and Meals

Given an authentic menu, the student will listen to a conversation in which two people are ordering a meal and indicate on his/her copy of the menu what each has ordered.	Reading/ Listening	Vocabulary: names of dishes, beverages, breads, etc., verbs of wanting and wishing, personal pronouns, expressions of amounts Structure: modals, declension of personal pronouns	Accuracy of student response on the menu

Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Shopping

Given two or three items found in six to eight different kinds of shops, stores, or markets in German-speaking countries, the student will identify the shop, store, or market by name in a complete sentence.	Reading/ Writing	Vocabulary: names of shops, stores, markets, products Structure: prepositional phrases, idiomatic impersonal expressions, accusative case, plurals	Accuracy of written work

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student, with the teacher serving as a salesperson, roleplays a situation in which he/she is a customer, doing the following: a. inquiring as to the cost of a specific item (a blouse, shirt, a tote bag, a patent medicine, etc.); b. inquiring as to the item's availability in other sizes, colors, price ranges, etc.); and c. asking where he/she may find a totally unrelated item.	Speaking	Vocabulary: names of products, sizes, colors, descriptive adjectives, numbers Structure: expressions of inquiry, cost, formal form of address, plurals, noun/pronoun gender, replacing nouns with pronouns	Comprehensibili Rating Scale
Specific Cultural Situation: The Weather			
In a series of mini conversations, the student's "foreign mother" describes the weather and the student responds appropriately as to what he/she must wear or do in view of the weather. Examples: Mother: Es ist fünf Grad Celsius und es regnet. Student: Ich soll meinen Regenschirm nehmen. or Wo ist mein Regenschirm? or Darf ich Ihren Regenschirm gebrauchen?	Listening/ Speaking	Vocabulary: numbers, weather expressions, items of clothing associated with the weather Structure: Celsius scale, verbs such as tragen, anhaben, nehmen, gebrauchen, etc., accusative of possessive pronouns (ein words), separable prefixes	Structural Accuracy of Communication Rating Scale
Specific Cultural Situation: Using the Telephone			
Given an alphabetized list of shops and services, the student will tell the teacher: a. whom he/she would call in the following circumstances; and b. the telephone number. Du hast Hunger. Du brauchst Medizin. Du bist der Erste bei einem Auto Unfall. Du willst ein Buch kaufen. Dein Auto ist kaputt. Du bist krank.	Reading/ Speaking Apotheke 41 89 71 Arzt/Ärztin 7 44 69 Autoreparatur 29 17 94 Buchhandlung 36 42 11 Krankenwagen 4 18 58 Restaurant 2 11 03	Vocabulary: numbers, professions, services, shops Structure: expressions related to needs, inquiry mode, present tense, accusative (gender), separable prefixes	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Making Requests

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a series of situations, the student will make an appropriate request. Examples: Du brauchst ein Buch (einen Bleistift, Geld, etc.) Du willst was haben oder finden, zum Beispiel, da ist keine Gabel auf dem Tisch. Du willst Erlaubnis um etwas zu tun oder irgendwo hinzuhehen.	Listening/ Speaking	Vocabulary: names of a variety of tools or items Structure: inquiry mode, expressions related to requesting and needing, modals, accusative	Comprehensibility Rating Scale
Upon hearing a series of requests, the student will respond appropriately either verbally or through physical actions Examples: Rufe, bitte, deine Mutter an! Würdest du, bitte, hier um zehn Uhr sein? Würdest du, bitte, so freundlich sein und den Brief Schreiben? Hättest du etwas Zeit für mich?	Listening/ Speaking	Vocabulary: numbers, verbs of requesting, interrogatives Structure: questions, expressions related to requesting	Structural Accuracy of Communication Rating Scale plus appropriateness of physical response

Specific Cultrual Situation: "Small Talk"

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a series of situations, the student will respond by describing his/her state of being. Examples: Es ist sieben Uhr abends und du hast noch nichts zu Mittag gegessen. — Ich habe Hunger. Es ist Dezember und du wartest draußen auf den Bus. — Mir ist kalt. Du hast den ganzen Nachmittag Fußball gespielt. — Ich bin müde.	Listening/ Speaking	Vocabulary: adjectives, expressions and idioms related to states of being Structure: expressions of states of being	Structural Accuracy of Communication Rating Scale

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a series of situations from an imaginary trip to one of the German-speaking countries, the student will explain how he/she felt at the time. Examples: Es gab Brötchen, Aufschnitt und Kaffee zum Früstück. Zu einer Einladung hast du nichts mitgebracht. Dein deutscher Freund muß in Juli zur Schule gehen. Wenn du deine Freundin im Park triffst, reicht sie dir die Hand.	Listening/ Speaking	Vocabulary: expressions of feelings, descriptive expressions Structure: past tense, narrative past of sein	Structural Accuracy of Communication Rating Scale

THE LEVEL TWO LEARNING OUTCOMES
(German Competencies)

Cultural Context: THE GERMAN-SPEAKING "WORLD"

Specific Cultural Situation: Geography

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will role play a situation in which he/she has won a trip to Europe to ten cities in which German is spoken, identifying the places he/she will visit in the order in which he/she plans to go.	Speaking	Vocabulary: names of geographic sites Structure: sequencing and ordering, future time	Structural Accuracy of Communication Rating Scale
The student will identify in writing the places in the German-speaking "world" to which he/she would have to go in order to experience a variety of opportunities (skiing, a river cruise, hiking, windsurfing, mountain climbing, castle hopping, etc.).	Reading/ Writing	Vocabulary: names of places, activities, sports, holidays, etc. Structure: future or conditional expressions, prepositional phrases	Accuracy of written work

Specific Cultural Situation: The Contemporary Scene

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a list of famous people from societies in which German is spoken (famous sports figures, musical performers, etc.), the student will identify each in a complete sentence description. Examples: Bernhart Langer (golf), Katarina Wilt (ice skater), Franz Klammer (skier), Nena (musical group), etc.	Reading/ Writing	Vocabulary: names of celebrities and their areas of expertise, countries of origin, etc. Structure: present and past time relative clauses	Accuracy of the identifications and the written work
The student will describe an aspect of a German-speaking country other than the BRD in regard to one particular aspect (geography, sports, products, etc.) in a three-minute lecturette to the class.	Speaking	Vocabulary: relevant lexicon associated with geographical features, sports, etc. Structure: descriptive language	Amount of Relevant Information Rating Scale

Cultural Context: LEISURE TIME

Specific Cultural Situation: Sunday with the Family

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student role plays a situation in which he/she is having a "home stay" in a German-speaking country and writes a letter to his/her teacher describing how he/she and the host family spent a Sunday.	Writing	Vocabulary: names of family members, family activities Structure: past time, letter format	Accuracy of written work

Specific Cultural Situation: Attending a Special Event

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will role play a situation in which he/she has attended a special event like the Oktoberfest, Karnival, a Konzert, a Geburtstagfest or a Fasching celebration and write a description of five things he/she saw there in a letter to a classmate.	Writing	Vocabulary: words relevant to the event, verbs of action, descriptive adjectives Structure: past time, letter format	Accuracy of written work

Specific Cultural Situation: Bringing Back Souvenirs

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will role play a situation in which he/she has visited one of the countries in which German is spoken and describe at least three souvenirs he/she brought home that are typical of that country.	Speaking	Vocabulary: names of products and regions of country, descriptive adjectives Structure: subordination, causal relationships	Amount of Relevant Information Rating Scale

Cultural Context: FAMILY AND HOME

Specific Cultural Situation: Food and Meals

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a series of oral commands by the teacher, the student will orally perform according to the directions given. Examples: Ask for more meat. Decline more bread. Compliment a dish.	Listening/ Speaking	Vocabulary: names of foods, dishes, beverages, etc. Structure: imperatives, expressions of requesting, questioning, declining, complimenting, modal auxiliaries	Structural Accuracy of Communication Rating Scale
Role playing that he/she is visiting a family in a German-speaking culture, the student will write his/her teacher a letter explaining the times at which meals take place and two typical meals he/she has had	Writing	Vocabulary: foods, meals, beverages, dishes, descriptive adjectives Structure: telling time, narrative past, letter format (may include expressions of liking and disliking such as mögen, mag, mochte, and gern haben)	Accuracy of written work Amount of Relevant Information Rating Scale

Specific Cultural Situation: Living Quarters

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will role play a situation in which he/she is showing a German-speaking student his/her room, showing him/her around the house, and explaining any facilities (toilet, shower, etc.) that may be different for the visiting student's stay.	Speaking	Vocabulary: rooms of house, facilities (closet, toilet, etc.) Structure: present tense, prepositional phrases, wenn clauses	Structural Accuracy of Communication Rating Scale
Specific Cultural Situation: Parties			
The student will role play a phone call in which he/she describes a party he/she has held for a family member, including the time, place, some of the people in attendance, and some of the gifts given or the games played.	Speaking	Vocabulary: numbers, places, family members, menu items, gifts, games Structure: telling time, past time, wenn clauses	Comprehensibility Rating Scale
Specific Cultural Situation: Entertaining			
Role playing a situation in which he/she will be hosting a German-speaking student for a weekend, the student will plan at least one day of meals and activities (e.g., meeting the family friends, touring the city, etc.)	Writing	Vocabulary: meals, foods, dishes, beverages, activities, places Structure: telling time, subordination, future tense, sequencing	Appropriate Rating Scale, as necessary
Specific Cultural Situation: Conveying Personal Information			
The student writes a letter to an imaginary pen pal in German, including the following: a. a short description of each member of his/her family; b. a brief description of the house or apartment in which his/her family lives; and c. questions asking the pen pal about his/her family and living quarters.	Writing	Vocabulary: descriptive adjectives, family members, rooms of the house Structure: formation of questions, letter format, adjective agreement, coordinate clauses	Appropriate scale as necessary

Cultural Context: SCHOOL AND EDUCATION

Specific Cultural Situation: Weekly Schedule of Classes

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Simulating the role of a student in one of the cultures speaking German, the student will write two journal (Tagebuch) entries--one describing the school day just past and one describing the plans he/she has for the next day which he/she has off.	Writing	Vocabulary: names of courses, activities, areas about the school Structure: past and future tenses	Accuracy of written work
Cultural Context: TRAVEL/TRANSPORTATION			
Specific Cultural Situation: Food and Meals			
Given two authentic menus, representing two restaurant window signs, the student will select a restaurant in which to eat, explaining at least two reasons for the choice he/she has made.	Reading/ Speaking	Vocabulary: dishes, numbers, currency, descriptive terms Structure: expressions of preference, subordinate clauses, comparative adjectives	Structural Accuracy of Communication Rating Scale
Given an authentic menu and a set amount of money to spend, the student will, with the teacher serving as waiter or waitress, order a complete meal he/she can "afford."	Reading/ Speaking	Vocabulary: dishes, beverages, currency Structure: expressions of requesting, ordering, bitten um, modals, Sie form	Completeness of the meal, meeting the budget, and a Comprehensibili Rating Scale
Given an authentic menu, the student will be able to select at least a 3-item noon meal and a 3-item evening meal and figure up the cost.	Reading/ Speaking	Same as above	Comprehensibility Rating Scale
Role playing a situation in which he/she and a friend will be out sightseeing all day, the student will describe the type of "pickup" or picnic lunch they can eat in a park.	Speaking	Vocabulary: same as above plus snack foods, individual stores Structure: two-way prepositions	Comprehensibility Rating Scale
Specific Cultural Situation: Getting Around in the City			
Given a map of a part of a city with directions indicated by arrows, the student will orally give directions based on the map.	Reading/ Speaking	Vocabulary: types of streets, landmarks, directions (east, left, straight ahead) Structure: imperatives, sequencing, ordering, prepositions	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Getting Around in the Country

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student, using a bus or train schedule, will identify a tour he/she wants to take, describing the time of the departure, the length of the trip, some of the key features, and the time of return.	Reading/ Speaking	Vocabulary: numbers, geographic locations, sites in city (monuments), symbols Structure: schedule format, telling time (24-hour clock), expressions of duration	Structural Accuracy of Information Rating Scale
Specific Cultural Situation: Obtaining Lodging			
Given an authentic hotel guide, the student will role play helping his/her parents choose a hotel on the basis of set specifications. He/she: a. can spend only X dollars per day, including breakfast; b. is sharing the room; c. wants a shower in the room; and d. has a car and needs a place to park.	Reading/ Speaking	Vocabulary: "hotel" words (park, shower, credit card, etc.) room designations, currency, abbreviations	Accuracy of hotel selection
The student role plays a situation in which he/she is trying to resolve a problem in the hotel room he/she has just checked into (e.g., no soap, no towels, no blanket, etc.)	Speaking	Vocabulary: hotel room "appointments" (towel, blanket, etc.) Structure: modals, question formation, negation kein	Comprehensibility Rating Scale
Specific Cultural Situation: Weather			
Given a weather map of a German-speaking area, the student will report the weather for that day and list appropriate clothing he/she must wear for the day.	Reading/ Writing	Vocabulary: weather terms, geographic sites, items of clothing, Celsius scale, symbols and abbreviations used in weather reports	Accuracy of written work

Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Letters

Communicative Comeptence	Skill(s)	Linguistic Content	Evaluation Schema
The student will write the appropriate salutations and closings for letters to each of the following: a. a friend; b. a hotel; c. a new pen pal; d. his/her teacher; and e. his/her host family in a German-speaking country	Writing	Vocabulary: "letter" language Structure: salutations and closings	Accuracy of written work
The student will write a business letter to an embassy or a city travelers' bureau requesting tourist, hotel, and historical information.	Writing	Vocabulary: "tourist" lexicon Structure: expressions of requesting, business letter format	Accuracy of written work

Specific Cultural Situation: Shopping

Given the following needs in a post office, the student will make the appropriate request or ask the necessary questions: Examples: a. he/she needs three stamps or envelopes (any denomination); b. he/she wants to know the cost of mailing a postcard to the U.S. via airmal; and c. he/she needs to know the cost of sending a letter somewhere within the same country.	Speaking	Vocabulary: relevant lexicon (stamp, envelope, etc.), numbers, geographic terms, currency Structure: expressions of requesting, questions	Structural Accuracy of Communication Rating Scale
Given a predicament of some kind (a lost piece of clothing, a broken heel on a shoe, a tear in trousers, etc.), the student, in discussion with his/her native guide (the teacher): a. explains what the problem is; b. finds out where he/she must go to buy a replacement; c. determines what metric size he/she needs; and d. finds out the approximate cost.	Speaking	Vocabulary: articles of clothing, language related to predicaments, metric system, currency, Structure: expressions of need, requesting, past time	Amount of Relevant Information Rating Scale

Specific Cultural Situation: "Small Talk"

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a brief oral description of a traveler he/she has met on a train, the student will introduce himself/herself and initiate a conversation on some general topic (the weather, the traveler's profession, the length of the trip, the traveler's destination, etc.).	Listening/ Speaking	Vocabulary: place names, professions, numbers, miles vs kilometers Structure: polite and familiar address, time expressions, questions	Amount of Relevant Information Rating Scale
Given a series of situations, the student will respond with a suitable wish or comment: Examples: a. someone sneezes; b. someone is having a birthday; c. someone is leaving on an extended trip, etc.	Listening/ Speaking	Vocabulary: social amenities Structure: expressions of wishes	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Obtaining Services or Help

The student role plays a situation in which a visiting foreign student does not understand the classroom directions he/she has been given by explaining: a. he/she wants you to write your work in pencil; b. he/she wants you to go to the blackboard, etc.	Listening/ Speaking	Vocabulary: classroom appointments and directions Structure: direct and indirect commands, modals	Structural Accuracy of Communication Rating Scale
The student role plays a situation in which he/she needs or desires help in a travel situation (railroad, airport, hotel, etc.). Examples: a. he/she wants someone to carry baggage; b. he/she wants someone to check his/her tickets, etc.	Speaking	Vocabulary: lexicon related to airports, depots, hotels, etc. Structure: direct commands, subordination, requests	Structural Accuracy of Communication Rating Scale
Given a situation in which a German-speaking friend is going shopping, the student will tell him/her several items he/she would like to have picked up. Example: Kauf mir bitte Aspirin Tabletten in der Apotheke!	Speaking	Vocabulary: names of stores, products Structure: prepositional phrases, imperatives	Structural Accuracy of Communication Rating Scale

Cultural Context: WORLD OF WORK

Specific Cultural Situation: Professions

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Role playing a situation in which he/she is helping a German-speaking student whose English is weak, the student explains what each of several professions do in a sentence or two, identifying product or place of work or both (nurse, pilot, baker, etc.)	Speaking	Vocabulary: names of professions, products, places of work Structure: direct objects, prepositional phrases (may involve relative clauses)	Comprehensibility Rating Scale

THE LEVEL THREE LEARNING OUTCOMES
(German Competencies)

Cultural Context: THE GERMAN-SPEAKING "WORLD"

Specific Cultural Situation: A Specific Country

Communicative Competence	Skills(s)	Evaluation Schema
Given a specific city or German-speaking area, the student, acting as a travel agent, will "sell" a tourist (the teacher) on visiting this area, giving the following kinds of information: a. the climate during a certain season; b. things of interest to see; c. major cities; d. foods and major occupations; and e. fun things to do there.	Reading/ Speaking	Amount of Relevant Information Rating Scale
The student will research and report orally on one influence the speakers of German have had on the United States either historically or in contemporary times.	Reading/ Speaking	Comprehensibility Rating Scale

Cultural Context: LEISURE TIME

Specific Cultural Situation: TV/Radio

Given a TV schedule from a German-speaking country, the student will define three contrasts between TV in German-speaking cultures and in the United States.	Reading/ Writing	Accuracy of written work and/ or Amount of Relevant Information Rating Scale

Specific Cultural Situation: Popular Media

Given an issue or several issues of a newspaper, the student will compare one aspect of it (ads, obituaries, sports reports, etc.) to its American counterpart in a short composition.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Rating Scale

Cultural Context: FAMILY AND HOME

Specific Cultural Situation: Food and Meals

Given a short paragraph describing a meal, the student will identify some table etiquette or table setting differences between our and the German-speaking culture.	Reading/ Writing	Accuracy of written work
The student role plays a situation in which he/she is explaining to a foreign student he/she has invited to dinner some differences between meals in this country and those in the German-speaking culture.	Speaking	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Living Quarters

Communicative Competence	Skill(s)	Evaluation Schema
Given a picture of a room in a German home, the student will write a paragraph describing the room in detail.	Writing	Accuracy of written work

Specific Cultural Situation: Birthday Observances

Playing the role of a person for whom a birthday party has been held, the student will write two thank-you letters--one to the person giving the party, mentioning the activities and foods served, and one to someone who attended and gave him/her a gift.	Writing	Accuracy of written format and language

Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Obtaining Lodging

With the teacher acting as a hotelkeeper, the student will inquire about various types of accommodation and meal plans available in an effort to get the best economic deal possible.	Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Food and Meals

Given an authentic menu, the students in threes will role play a situation in a restaurant in which several facets of the service are unsatisfactory.	Reading/ Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Famous Places to Visit

Given a specific city, the student will identify three famous places to visit, describing each in a short paragraph.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Rating Scale
Given a specific city, the student will select a famous tourist attraction to describe as if he/she were a tour guide, including the following kinds of information: a. why the site is famous; b. what it meant at the time it was built; and c. what it means today.	Reading/ Speaking	Amount of Relevant Information Rating Scale

Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Shopping

The student role plays a situation in which he/she is explaining to a salesclerk from whom he/she has just made a purchase (a purse, record album, etc.) that this is a gift for his/her mother and he/she: a. wants to send it; b. wants to insure it; c. will provide the necessary address; d. wants to know the cost of sending it; and e. would like to know how long it will take to arrive.	Speaking	Level of Performance Rating Scale

Communicative Competence	Skill(s)	Evaluation Schema
Given the name and address of a foreign company, the student will write a business letter ordering a product (a record, a book, etc.), including: a. a description of the item wanted; b. a request for information as to the cost of the item and the cost of sending it; c. a request for information as to how payment is to be handled; and d. a request for information as to how long shipment will take.	Writing	Accuracy of written format and language

Cultural Context: WORLD OF WORK

Specific Cultural Situation: Summer Employment

Given an advertisement, the student will "apply" for a summer job in a German-speaking country, explaining in the letter what courses he/she studied, the grades received, and his/her special qualifications.	Reading/ Writing	Accuracy of written work

Cultural Context: HISTORY AND POLITICS

Specific Cultural Situation: Major Events

When given a list of major events in the German-speaking cultures' history, the student will arrange the events in chronological order.	Reading/ Writing	Accuracy of written work

Specific Cultural Situation: Historical Figures

The student will assume the role of a historical figure, (e.g., inventors, industrialists, scientists, etc.), telling about the period in which he/she lived and what he/she did when alive.	Reading/ Speaking	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Governmental Organization

Students will originate statements contrasting the government of the German-speaking countries with that in the United States, including: a. the chief official(s); b. the type of government; c. elections, etc.	Reading/ Writing	Accuracy of written work

Cultural Context: FINE ARTS

Specific Cultural Situation: Artists/Musicians

The student will select and research an artist or musician in preparation for an oral report to the class including examples of their works.	Reading/ Speaking	Comprehensibility Rating Scale
Given two works by a major artist or composer, the student will compose a personal reaction.	Writing	Accuracy of written work plus Comprehensibility Rating Scale

Specific Cultural Situation: Museum Visit

Communicative Competence	Skill(s)	Evaluation Schema
Simulating a visit to a famous museum (e.g., die Alte Pinokothek), the student will role play a tour guide describing each of several works and their artists in two or three sentences each.	Reading/ Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Literature

Upon reading a short story or a self-contained literary passage, the student will write a summary in which the material is retold from a different point of view.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Rating Scale
Student in small groups will dramatize scenes from the literature they have been studying.	Reading/ Speaking	Comprehensibility and/or Level of Performance Rating Scale
While listening to a folktale, a fairy tale, a legend, a passage from a literary work or a piece of poetry, the student will write an outline summary of what he/she has heard.	Listening/ Writing	Amount of Relevant Information Rating Scale
After reading a short story, a passage of a literary work, or a piece of poetry, the student will express his or her feelings about the piece including such things as likes and dislikes and the memories evoked.	Reading/ Speaking	Comprehensibility Rating Scale
Students will role play characters (or the authors) of the short fiction, folklore, novels, or poetry they have been studying, giving information about "themselves" and their activities.	Speaking	Comprehensibility Rating Scale or Amount of Relevant Information Rating Scale

THE LEVEL FOUR LEARNING OUTCOMES
(German Competencies)

Cultural Context: THE GERMAN-SPEAKING WORLD

Specific Cultural Situation: Contrastive Practices

Communicative Competence	Skill(s)	Evalutation Schema
After listening to three conversations, each of which contains vocabulary and/or cultural allusions associated with a specific region or country, the student will identify the location of each conversation, citing the vocabulary or cultural references that influenced that choice.	Listening/ Writing	Structural Accuracy of Communication Rating Scale

Cultural Context: LEISURE TIME

Specific Cultural Situation: Popular Media

Given an issue or several issues of a newspaper or magazine, the student will identify those cultural beliefs and values exemplified there in a short composition.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Rating Scale

Specific Cultural Situation: Going to the Movies

The student role plays a situation in which he/she is to explain to a friend (the teacher) in the German-speaking culture for the first time three ways in which attending a movie in the culture differs from attending a movie in the United States.	Speaking	Amount of Relevant Information Rating Scale

Cultural Context: TRAVEL/TRANPORTATION

Specific Cultural Situation: Famous Places to Visit

Given a specific city, the student, role playing a tour guide, will identify and describe historical events that happened there.	Reading/ Speaking	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Fantasy

Given an opening statement such as "If I were a millionaire," the student will describe his/her fantasy trip around the world, explaining the choices made.	Speaking	Structural Accuracy of Communication Rating Scale

Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Communicating with a Doctor

Given information about an illness or disability, the student will explain the symptoms to a doctor.	Speaking	Amount of Relevant Information Rating Scale

Cultural Context: WORLD OF WORK

Specific Cultural Situation: Job Interview

Communicative Competence	Skill(s)	Evaluation Schema
Given background information on an available job, the student will play the role of a job applicant in an interview situation.	Listening/ Speaking	Comprehensibility and/or Level of Performance Rating Scale

Cultural Context: HISTORY AND POLITICS

Specific Cultural Situation: Historical Periods

The student will investigate a period in German-speaking country's history and write a paper explaining the major events and the important people of the period.	Reading/ Writing	Accuracy of Communication Rating Scale plus Amount of Relevant Information Rating Scale

Specific Cultural Situation: Current Movements

The student, using the popular print media, will research the various points of view in a contemporary political movement in the German-speaking culture (e.g., the anti-nuclear movement, women's liberation, elections, etc.) and contrast them with the United States.	Reading/ Writing	Structural Accuracy of Communication Rating Scale plus Amount of Relevant Information Ratin Scale

Specific Cultural Situation: Famous Historical Figures

After researching a famous historical figure, (e.g., inventor, musician, artist, industrialist, author, etc.), the student will role play that personage describing and defending his/her activities and actions.	Reading/ Speaking	Comprehensibility Rating Scale and/ or Level of Performance Rating Scale

Cultural Context: FINE ARTS

Specific Cultural Situation: Literature

After reading a short story, a passage of a literary work, or a piece of poetry, the student will give his or her personal evaluation of the piece, documenting the opinions expressed with textual evidence.	Reading/ Writing	Accuracy of written work plus Level of Performance Rating Scale

Specific Cultural Situation: Non-Print Media

Given a film, a videotape, a recording or a radio broadcast, the student will provide a summary of the events depicted or discuss one point of interest in some depth or critique it.	Listening/ Writing	Structural Accuracy Rating Scale

Specific Cultural Situation: Famous Creative People

Communicative Competence	Skill(s)	Evaluation Schema
e student will research a specific author (painter, musician, architect) and the period in which he/she lived and prepare a 3-5 minute lecturette centered about how this person's work reflects the period in which he/she lived or lives (in regard to clothing, politics, etc.).	Reading/ Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Dramatizing Literature

Student will dramatize an episode from a short story or novel they have studied or a scene from a drama they have read.	Reading/ Speaking	Comprehensibility Rating Scale and/ or Level of Performance Rating Scale

Specific Cultural Situation: Literary Themes or Values: Death; Love; Honor; Humor

After reading a selected piece of literature, the student will write a paper discussing the author's attitude toward a specific theme.	Reading/ Writing	Structural Accuracy of Communication Rating Scale and/ or Comprehensibilit Rating Scale
After reading a selected piece of literature, the student will prepare a 3 - 5 minute lecturette contrasting the thor's attitude toward a specific theme with his/her own attitudes.	Reading/ Speaking	Comprehensibility Rating Scale and/ or Level of Performance Rating Scale

Specific Cultural Situation: Drama

After reading a selected piece of literature, the student will write a one-act play or rewrite the ending using a theme or cultural situation emphasized in the work read.	Reading/ Writing	Amount of Relevant Information Rating Scale and/or Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Fairy Tales, Folklore, Children's Literature

After listening to a story or fable, the student will create his/her own fable or fairy tale that teaches a moral, explains why something is the way it is, or explains a cultural practice. Examples: Why there is lightning Why some flamingos have red legs	Listening Speaking	Comprehensibility Rating Scale and/ or Amount of Revelant Information Rating Scale

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A GUIDE TO PROFICIENCY-BASED INSTRUCTION IN SPANISH FOR INDIANA SCHOOLS

An Addendum to

A GUIDE TO PROFICIENCY-BASED INSTRUCTION
IN MODERN FOREIGN LANGUAGES
FOR INDIANA SCHOOLS

Center for School Improvement and Performance
Indiana Department of Education
H. Dean Evans, Superintendent

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Editor

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Indiana Department of Education

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Center for School Improvement and Peformance
Indiana Department of Education
H. Dean Evans, Superintendent

FOREWORD

This guide is one of three foreign language-specific guides based on the modern foreign language generic guide entitled: *A Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools*. The learning outcomes (competencies) as defined in the generic guide have been adapted so that they are specific to and appropriate for Spanish instruction and learning. They are made up of four components, the communicative competence, the involved skill(s), the linguistic content (in Level I and II), and the evaluation schema. The format of this guide is identical to the generic guide with the exception that the proficiency statements and indicators for each level are not repeated here since--because of their low specificity level--they are identical to the ones found for each level in the generic guide.

This guide is an addendum to the generic guide and should not be used in isolation but in conjunction with the generic guide. All introductory material of the generic guide, including the section on evaluation, is applicable to this guide and should be referred to for further information and clarification in using this guide.

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THE LEVEL ONE LEARNING OUTCOMES
(Spanish Competencies)

Cultural Context: THE SPANISH-SPEAKING "WORLD"

Specific Cultural Situation: Geography

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a map of the world, the student will be able to locate and pronounce the names of ten Spanish-speaking countries (cities).	Reading/ Speaking	Vocabulary: names of countries/cities Phonology: pronunciation, word stress, phoneme-grapheme relationships	Accuracy of places located and pronunciation
Given a map of a Spanish-speaking country, the student will be able to write in the identifications of at least ten geographic points (mountains, rivers, major cities, etc.).	Writing	Vocabulary: names of mountains, rivers, cities, etc. Structure: spelling of place names	Accuracy of location and spelling
Given a map of a Spanish-speaking country, the student will be able to locate geographic points in respect to one another Examples: ¿Qué ciudad está al norte de X? ¿Qué ciudad está cerca del Río X?	Listening/ Speaking	Vocabulary: names of geographic points, directions, prepositions Structure: prepositional phrases	Accuracy of oral reponse

Cultural Context: LEISURE TIME

Specific Cultural Situation: Television

Given an authentic TV schedule in Spanish, the student will identify at least three hours of programs he/she would like to watch, identifying program names, times, and days of the week on which they are broadcast.	Reading/ Speaking	Vocabulary: numbers, days of the week, program names Structure: use of time expressions and verbs of wanting/liking	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Sports

The student will respond to a letter from an imaginary pen pal identifying those sports or other leisure time activities in which he/she is involved in each of the four seasons of the year.	Reading/ Writing	Vocabulary: personal pronouns, seasons, weather, names of sports, gustar, jugar Structure: use of verbs associated with activities, form of an informal letter	Accuracy of written letter

Specific Cultural Situation: Expressing Preferences

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will respond to a taped "letter" from a pen pal describing his/her likes and dislikes in music, in sports, in weather, on TV, and the like.	Listening/ Speaking	Vocabulary: names of sports, music terms, weather expressions, program names, etc. Structure: expressions of likes/dislikes (gustar)	Structural Accuracy of Communication Rating Scale

Cultural Context: FAMILY AND HOME

Specific Cultural Situation: Family Relationships

Given a culturally authentic family tree, the student will be able to answer questions about the relationships depicted. Examples: ¿Quién es el hermano de María? ¿Quántas primas tiene Juan? ¿Cómo se llama el padre de Jaime? ¿Cómo se llama el tio de Jaime? (Nombre completo)	Reading/ Speaking	Vocabulary: names of family members, numbers, names, Spanish last names Structure: possessives	Accuracy of oral response
Given an imaginary visit by a foreign student, the student will "introduce" each member of his/her family.	Speaking	Vocabulary: names of family members Structure: possessives, expressions of introduction	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Living Quarters

In an effort to describe his/her home to an imaginary pen pal, the student will draw and label a floorplan of his/her house or apartment, including one sentence explaining what is done in each room or whose room it is.	Writing	Vocabulary: rooms of house, appropriate verbs, (eating, sleeping, etc.) Structure: possessives, present tense, reflexive pronouns, prepositional phrases	Accuracy of written "labels" and descriptive sentences

Specific Cultural Situation: Food and Meals

The student, simulating a trip abroad, will write a postcard home to his/her teacher describing a meal he/she has had as a guest in a home in the Spanish-speaking country.	Writing	Vocabulary: names of foods, dishes, beverages, breads, etc. Structure: past tense, address format, gustar, descriptive adjectives	Accuracy of format and written work

Specific Cultural Situation: Entertaining

Role playing a situation in which he/she will be hosting a foreign student for a weekend, the student will plan at least one day of meals and activities (meeting family friends, touring the city, etc.).	Writing	Vocabulary: meals foods, dishes, beverages, activities, places Structure: telling time, ir a + infinitive, sequencing	Accuracy of written work

Cultural Context: SCHOOL AND EDUCATION

Specific Cultural Situation: The Daily Schedule

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a series of times and days of the week, the student will explain what he/she normally does at that time. Examples: ¿A las 9:00 de la mañana los domingos ¿qué haces? ¿Qué vas a hacer el martes a las 2:15? ¿A qué hora te acuestas?	Listening/ Speaking	Vocabulary: days of the week, numbers, daily activities Structure: present tense, telling time, ir a + infinitive, reflexives	Accuracy of oral response
The student responds to an imaginary pen pal's description of his/her weekly schedule with a comparable schedule of classes and school activities	Writing	Vocabulary: names of school courses and activities, days of the week, numbers Structure: telling time, may involve present, past, or future tense	Accuracy of written work

Specific Cultural Situation: Classroom Directions

Given a series of commands by the teacher, the student will perform the appropriate actions. Examples: Pasa a la pizarra y escribe tu nombre. Abre el libro a la página 53. Saca papel y lápiz.	Listening	Vocabulary: classroom furniture; tools Structure: appropriate imperatives, classroom directions	Accuracy of student actions

Specific Cultural Situation: The School Facility

The student role plays a situation in which he/she shows a foreign student through his/her school, identifying the various rooms by the courses or activities held there.	Speaking	Vocabulary: names of school areas and courses Structure: demonstratives, present tense, prepositional phrases	Comprehensibility Rating Scale

Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Long-Distance Travel

Given an itinerary involving X number of destinations from his/her hometown, the student will describe the various modes of transportation he/she will use in making the complete trip.	Writing	Vocabulary: names of geographic places, modes of travel, verbs associated with travel Structure: verbs of motion and location, present or future tense	Accuracy of written work

Specific Cultural Situation: Travel within a Country

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given an imaginary itinerary within a Spanish-speaking country, the student will describe the various modes of transportation he/she "used" in traveling from place to place.	Writing	Vocabulary: names of geographic places, modes of travel, verbs associated with travel Structure: verbs of motion and location, past tense	Accuracy of written work

Specific Cultural Situation: Getting Around in the City

Given a map of a part of a city, the student will listen to a series of directions as to how to get to a specific place, indicating the directions by drawing arrows on the map.	Reading/ Listening	Vocabulary: names of places, streets, landmarks, directions (north, west, left, straight ahead, etc.) Structure: prepositional constructions, imperatives	Accuracy of student response

Specific Cultural Situation: Obtaining Lodging

Given a chart that includes information about a specific hotel, the student will listen to a conversation between the hotel clerk and a tourist, circling on his/her chart the things that will be included in the price the tourist will pay.	Reading/ Listening	Vocabulary: numbers, money, service terms (breakfast, bath, parking, etc.) Structure: verbs associated with prices, costs, services, interogatives	Accuracy of student response

Specific Cultural Situation: Greetings and Leave-taking

Given brief oral descriptions and the names of five different people he/she has met at a party (an elderly couple, a woman with an infant daughter, a teenager, etc.), the student will greet each and take leave of each.	Listening/ Speaking	Vocabulary: proper names, descriptive terms Structure: expressions of greeting and leave-taking, proper forms of address	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Food and Meals

Given an authentic menu, the student will listen to a conversation in which two people are ordering a meal and indicate on his/her copy of the menu what each has ordered.	Reading/ Listening	Vocabulary: names of dishes, beverages, breads, etc. Structure: verbs of wanting, and wishing, personal pronouns, expressions of amounts	Accuracy of student response

Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: "Small Talk"

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a series of situations, the student will respond with a suitable wish or comment: a. someone sneezes; b. someone is having a birthday; c. someone is leaving on an extended trip; d. someone has won a contest; e. a holiday greeting; f. telling someone to have a nice weekend; etc.	Listening/ Speaking	Vocabulary: social amenities Structure: expressions of wishes	Comprehensibility Rating Scale
Given situations one might encounter in a Spanish-speaking culture (i.e., *abrazos*, *piropos*, being lost, being approached by a begger, forgetting to bring a gift to your hostess), the student will explain how he/she feels at the time.	Listening/ Speaking	Vocabulary: expressions of feelings (*tener* idioms, *estar*), descriptive expressions Structure: present tense	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Shopping

Given two or three items found in six to eight different kinds of shops, stores or markets in a Spanish-speaking country, the student will identify the shop, store, or market by name in a complete sentence.	Reading/ Writing	Vocabulary: names of shops, stores, markets, products Structure: prepositional phrases, passive or impersonal expressions	Accuracy of written work
The student, with the teacher serving as a salesperson, role plays a situation in which he/she is a customer, doing the following: a. inquiring as to the cost of a specific item (a blouse, shirt, a tote bag, a patent medicine, etc.); b. inquiring as to the item's availability in other sizes (colors, price ranges, etc.); and c. asking where he/she may find a totally unrelated item.	Listening/ Speaking	Vocabulary: names of products, sizes, colors, descriptive adjectives, numbers, words of direction (*a la izquierda*, *arriba*, *abajo*) Structure: expressions of inquiry, cost, demonstratives	Comprehensibility Rating Scale

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student, with the teacher serving as a market vendor or salesperson, will role play a situation in which he/she is bargaining for souvenirs.	Listening/ Speaking	Vocabulary: names of items, numbers, descriptive adjectives, currency Structure: expressions of inquiry	Comprehensibility Rating Scale

Specific Cultural Situation: The Weather

In a series of mini conversations, the student's "foreign mother" describes the weather and the student responds appropriately as to what he/she must wear or do in view of the weather. Example: La temperatura es 5 grados y llueve. Llevo el impermeable. ¿Dónde está el paraguas?	Listening/ Speaking	Vocabulary: numbers, weather expressions, items of clothing Structure: Celsius scale, verbs of wearing, taking	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Using the Telephone

Given an alphabetized list of shops and services, the student will tell the teacher: a. whom he/she would call in the following circumstances; and b. the telephone number. Example: Tienes hambre. Necesitas un antibiótico. Eres la primera persona a un accidente. Buscas un libro particular. No funciona tu coche. Tienes un dolor de estómago y una fiebre. Mecánico 8728634 Ambulancia 8726143 Librería 3724567 Médico 4563210 Farmacia 2367894 Restaurante 4632394	Reading/ Speaking	Vocabulary: numbers descriptive adjectives Structure: expressions related to needs, inquiry mode, present tense	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Making Requests

Given a series of situations, the student will make an appropriate request. a. You need to borrow a book (pencil, money, etc.). b. You need something, e.g., there is no fork at your place setting. c. You need permission to go somewhere or do something.	Listening/ Speaking	Vocabulary: names of a variety of tools or items Structure: inquiry mode, expressions related to requesting and needing	Comprehensibility Rating Scale

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Upon hearing a series of requests, the student will respond either verbally or through physical actions.	Listening/ Speaking	Vocabulary: numbers, verbs of requesting, interrogatives Structure: inquiry mode, expressions related to requesting and needing	Structural Accuracy of Communication Rating Scale plus appropriateness of physical response.
Specific Cultural Situation: Expressing States of Being			
Given a series of situations, the student will respond by describing his/her state of being. Examples:	Listening/ Speaking	Vocabulary: adjectival expressions, and idioms related to states of being Structure: expressions of states of being	Structural Accuracy of Communication Rating Scale
Son las 7:00 de la noche y quieres comer. ¿por qué?	Tengo hambre.		
Es diciembre y esperas un autobús en la calle.	Tengo frío.		
Juegas al fútbol toda la tarde.	Estoy cansado.		

THE LEVEL TWO LEARNING OUTCOMES
(Spanish Competencies)

Cultural Context: THE SPANISH-SPEAKING "WORLD"

Specific Cultural Situation: Geography

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student role playing a situation in which he/she has won a trip around the "world" to ten cities and/or countries that speak Spanish, will identify places he/she will visit in the order in which he/she plans to go.	Speaking	Vocabulary: names of geographic sites Structure: sequencing and ordering, future tense	Structural Accuracy of Communication Rating Scale
The student will identify in writing the places in the Spanish-speaking world to which he/she would have to go in order to experience a variety of opportunities (skiing, a bullfight, etc.).	Reading/ Writing	Vocabulary: names of places, activities. sports, holidays, etc. Structure: future of conditional expressions, prepositional phrases	Accuracy of written work
Specific Cultural Situation: The Contemporary Scene			
Given a list of pictures of famous people trom the Spanish-speaking culture (famous sports figures, musical performers, etc.), the student will identify each in a complete sentence description.	Reading/ Writing	Vocabulary: names of celebrities and their areas of expertise, countries of origin, etc. Structure: present and past tenses, relative clauses	Accuracy of the identifications and the written work
The student will choose one particular aspect (geography, sports, products, etc.) of a cultural area and give a 3-minute lecturette to the class.	Reading/ Speaking	Vocabulary: relevant lexicon associated with geographical features, sports, etc. Structure: descriptive language	Amount of Relevant Information Rating Scale
Cultural Context: LEISURE TIME			
Specific Cultural Situation: Sunday with the Family			
The student role plays a situation in which he/she is having a home stay with a Spanish-speaking family and writes a letter to his/her teacher describing how he/she and the host family spent a Sunday.	Writing	Vocabulary: names of family members, family activities Structure: past tenses, letter format	Accuracy of written work

Specific Cultural Situation: Attending a Special Event

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will role play a situation in which he/she has attended a special event such as a bullfight or a *feria*. and then writes in a letter to a classmate a description of five things he/she saw there.	Writing	Vocabulary: words relevant to the event, verbs of action, descriptive adjectives Structure: past tenses, letter format	Accuracy of written work

Specific Cultural Situation: Bringing Back Souvenirs

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will role play a situation in which he/she has visited a Spanish-speaking country and describes at least three souvenirs he/she brought home that are typical of that society.	Speaking	Vocabulary: names of products and regions of country, descriptive adjectives Structure: subordination, causal relationships	Amount of Relevant Information Rating Scale

Cultural Context: FAMILY AND HOME

Specific Cultural Situation: Food and Meals

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a series of oral cues by the teacher, the student will respond according to the directions given. Example: Pide más carne Pásame más carne. (Beto), ¿No quieres más pan?	Listening/ Speaking	Vocabulary: names of foods, dishes, beverages, etc. Structure: imperatives, expressions of requesting, declining, and complimenting	Structural Accuracy of Communcation Rating Scale
Role playing that he/she is visiting a Spanish-speaking family, the student will write a friend a letter explaining the times at which meals take place and two typical meals he/she has had.	Writing	Vocabulary: foods, meals, beverages, dishes, descriptive adjectives Structure: telling time, past tenses, letter format (may include expressions of liking and disliking)	Accuracy of written work

Specific Cultural Situation: Living Quarters

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will role play a situation in which he/she is showing a foreign student his/her room, showing him/her around the house, and explaining any facilities (toilet, shower, etc.) that may operate differently in preparation for the foreign student's stay there.	Speaking	Vocabulary: rooms of house, facilities (closet, toilet, etc.) Structure: present tense, prepositionsal phrases, subordination, passive voice	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Parties

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student will role play a phone call in which he/she describes a party he/she has held for a family member, including the time, place, some of the people in attendance, and some of the gifts given or games played.	Speaking	Vocabulary: numbers, places, family members, menu items, gifts, games, descriptive adjectives Structure: telling time, past tenses, subordination	Comprehensibility Rating Scale

Specific Cultural Situation: Conveying Personal Information

The student writes a letter to an imaginary pen pal in a Spanish-speaking country including the following: a. a short description of each member of his/her family; b. a brief description of the house or apartment in which his/her family lives; and c. questions asking the pen pal about his/her family and living quarters.	Writing	Vocabulary: descriptive adjectives, family members, rooms of the house Structure: formation of questions, letter format, subordination	Completeness and accuracy of written work

Cultural Context: SCHOOL AND EDUCATION

Specific Cultural Situation: Weekly Schedule of Classes

Simulating the role of a student in one of the cultures speaking Spanish, the student will write two journal entries--one describing the school day just past and one describing the plans he/she has for the next day which he/she has off.	Writing	Vocabulary: names of courses, activities, areas about the school Structure: past and future tenses	Accuracy of written work

Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Food and Meals

Given two authentic menus, the student will select a restaurant in which to eat, explaining at least two reasons for the choice he/she has made.	Reading/ Speaking	Vocabulary: dishes numbers, currency, descriptive terms Structure: causal relationships, expressions of preference and comparison	Structural Accuracy of Communcation Rating Scale
Given an authentic menu and a set amount of money to spend, the student will, with the teacher serving as waiter or waitress, order a complete meal he/she can "afford."	Reading/ Speaking	Vocabulary: dishes, beverages, currency Structure: expressions of requesting, ordering	Completeness of the meal, meeting the budget, and Comprehensibility Rating Scale

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given an authentic menu, the student will be able to select at least a 3-item breakfast and a 3-item lunch and figure the cost.	Reading/ Speaking	Vocabulary: dishes, beverages, currency Structure: expressions of requesting, ordering	Comprehensibility Rating Scale
Role playing a situation in which he/she and a friend will be out sightseeing all day in Madrid and decide to go for tapas, the student will describe the types of tapas they can eat in the mesones.	Speaking	Vocabulary: tapas menu	Comprehensibility Rating Scale
Specific Cultural Situation: Getting Around in the City			
Given a map of a part of a city with directions indicated by arrows, the student will orally give directions based on the map.	Reading/ Speaking	Vocabulary: names of streets, landmarks, directions (east, left, straight ahead) Structure: imperatives, sequencing, ordering	Structural Accuracy of Communication Rating Scale
Specific Cultural Situation: Getting Around in the Country			
The student, using a bus or train schedule, will identify a tour he/she wants to take, describing the time of the departure, the length of the trip, some of the key features, and the time of return.	Reading/ Speaking	Vocabulary: numbers, geographic locations, sites in city (monuments), symbols Structure: schedule format, telling time (24-hour clock), expressions of duration, wanting, wishing, future tense	Structural Accuracy of Communication Rating Scale
Specific Cultural Situation: Obtaining Lodging			
Given a Michelen hotel guide, the student will role play helping his/her parents choose a hotel on the basis of set specifications. He/She: a. can spend only X dollars per day, including breakfast; b. must use a credit card; c. is sharing a room; d. wants a shower in the room; and e. has a car and needs a place to park.	Reading/ Speaking	Vocabulary: "hotel" words (park, shower, credit carts, etc.), room designations Structure: currency, abbreviations	Accuracy of hotel selection

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student role plays a situation in which he/she is trying to resolve a problem in the hotel room he/she has just checked into (no soap, no towels, no blanket, etc.).	Speaking	Vocabulary: hotel room necessities (towel, blanket, etc.) Structure: expressions of need or desire, question formation, [*No hay*, *Necesito*, *Me falta(n)*]	Comprehensibility Rating Scale

Specific Cultural Situation: Weather

Given an imaginary itinerary around the Spanish-speaking world and weather reports for three of the countries to be visited, the student will list the clothing he/she expects to pack for each country.	Reading/ Speaking	Vocabulary: weather terms, geographic sites, items of clothing Structure: Celsius scale, symbols and abbreviations used in weather reports	Accuracy of written work

Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Letters

The student will write the appropriate salutations and closings when given incomplete letters to each of the following: a. a friend; b. a hotel; c. a new pen pal; d. his/her teacher; and e. his/her host family in the Spanish-speaking culture.	Reading/ Writing	Vocabulary: "letter" language Structure: written salutations and closings, *tú* vs. *Ud*.	Accuracy of written work
The student will write a business letter to an embassy or a city traveler's bureau requesting tourist, hotel and historical information or to a pen pal making arrangements for an upcoming visit.	Writing	Vocabulary: "tourist" lexicon Structure: expressions of requesting (*quiero visitar*, etc.), business letter form, future and present tenses, *tú* vs. *Ud*., indirect command	Accuracy of written work

Specific Cultural Situation: Shopping

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given the following needs in a post office, the student will make the appropriate request or ask the necessary questions: a. he/she needs three stamps or envelopes (any denomination); b. he/she wants to know the cost of mailing a postcard or letter to the U.S. via airmail; and c. he/she needs to know the cost of sending a letter somewhere within the same country.	Speaking/ Listening	Vocabulary: relevant lexicon (stamp, envelope, etc.), numbers, geographic terms Structure: currency, expressions of requesting, questions	Structural Accuracy of Communication Rating Scale
Given a predicament of some kind (a lost piece of clothing, a broken heel on a shoe, a tear in trousers, etc.), the student, in discussion with his/her native guide (the teacher): a. explains what happened and what the problem is; b. finds out where he/she must go to buy a replacement; c. determines what metric size he/she needs; and d. finds out the approximate cost.	Speaking Listening	Vocabulary: directions, stores, numbers, articles of clothing, language related to predicaments, metric system Structure: currency, expressions of need, requesting, present preterite and imperfect, indirect commands	Amount of Relevant Information Rating Scale

Specific Cultural Situation: "Small Talk"

Given a brief oral description of a traveler he/she has met on a train or plane, the student will introduce himself/herself and initiate a conversation on some general topic, for example: the weather, the traveler's profession, the length of the trip, the traveler's destination, etc.	Listening/ Speaking	Vocabulary: place names, professions, numbers, miles vs. kilometers Structure: polite and familiar address, time expressions, questions	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Obtaining Services or Help

The student role plays a situation in which a visiting foreign student does not understand the classroom directions he/she has been given by explaining: a. (Quiere) que escribas la tarea con lápiz; and (Quiere) que pases a la pizarra.	Listening/ Speaking	Vocabulary: classroom objects and directions Structure: direct and indirect commands, subjunctive	Structural Accuracy of Communication Rating Scale

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Given a situation in which a friend in a Spanish-speaking culture is going shopping, the student will tell him/her several items he/she would like to have picked up. Example: (Quiero) que me compres una botella de aspirina de la farmacia	Speaking	Vocabulary: names of stores, products Structure: prepositional phrases, direct and indirect commands, subjunctive, verbs of wishing and wanting (quiero que, prefiero que, deseo que), indirect object pronouns	Structural Accuracy of Communication Rating Scale

Cultural Context: WORLD OF WORK

Specific Cultural Situation: Professions

Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
The student role plays a conversation with a friend in which they discuss what they want to do for their life's work (nurse, pilot, baker, etc.).	Speaking/ Listening	Vocabulary: names of professions, places of work Structure: direct objects, prepositional phrases (may involve relative clauses), future, conditional, or present tenses	Comprehensibility Rating Scale

THE LEVEL THREE LEARNING OUTCOMES
(Spanish Competencies)

Cultural Context: THE SPANISH-SPEAKING WORLD

Specific Cultural Situation: A Spanish-Speaking Country

Communicative Competence	Skill(s)	Evaluation Schema
Given a Spanish-speaking country, the student, acting as a travel agent, will "sell" a tourist (the teacher) on visiting this country, giving the following kinds of information: a. the climate during a certain season; b. things of interest to see; c. major cities; d. foods and major occupations; and e. fun things to do there.	Reading/ Speaking/ Listening	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Interdependence

Communicative Competence	Skill(s)	Evaluation Schema
The student will research and report orally on one influence the Hispanics have had on the U.S. either historically or in contemporary times, including some of the following topics: a. religion b. Spain's influence in the American Revolution c. food d. agricultural contributions e. vocabulary f. sports g. music	Reading/ Speaking	Comprehensibility Rating Scale

Cultural Context: LEISURE TIME

Specific Cultural Situation: Popular Media

Communicative Competence	Skill(s)	Evaluation Schema
Given an issue or several issues of an Hispanic newspaper, the student will compare one aspect of it (ads, obituaries, sports reports, TV listings, etc.) to its American counterpart in a short composition.	Reading/ Writing	Accuracy of written work and/or Amount of Relevant Information Rating Scale
Given an issue or several issues of an Hispanic newspaper or magazine, the student will survey the articles and write a brief summary of the articles that interested him/her and explain why.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Rating Scale

Specific Cultural Situation: Going to the Movies

Communicative Competence	Skill(s)	Evaluation Schema
The student role plays a situation in which he/she is to explain to a friend (the teacher) several ways in which movies and movie-going in the Spanish-speaking culture differ from that in the United States.	Speaking	Amount of Relevant Information Rating Scale

Cultural Context: FAMILY AND HOME

Specific Cultural Situation: Food and Meals

Communicative Competence	Skill(s)	Evaluation Schema
Given a short paragraph describing a meal, the student will identify table etiquette or table setting differences between the American and Hispanic cultures.	Reading/ Writing	Accuracy of written work
The student role plays a situation in which he/she is either a foreign student or an American host discussing the differences between meals in this country and those in the Hispanic culture.	Listening/ Speaking	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Living Quarters

Given a picture of a room in a culturally authentic home, the student will write a paragraph describing the room in detail.	Writing	Accuracy of written work

Specific Cultural Situation: Special Occasions

Playing the role of a person for whom a quinceañera or Saint's Day party has been held, the student will write a letter to a friend who was unable to attend, mentioning the activities and foods served, and describing some of the gifts he/she received.	Writing	Accuracy of written format and language

Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Obtaining Lodging

With the teacher acting as hotelkeeper, the student will inquire about various types of accommodation and meal plans available in an effort to get the best economic deal possible.	Listening/ Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Resolving a Problem

The student will role play a situation in which he/she must alter or resolve difficulties with travel plans: a. loss of tourist card/passport b. departure tax stamp missing c. changing flight, bus or train departure d. lost luggage.	Listening/ Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Food and Meals

Given an authentic menu, the students in threes will role play a situation in a restaurant in which several facets of the service are unsatisfactory.	Reading/ Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Famous Places to Visit

Communicative Competence	Skill(s)	Evaluation Schema
Given a specific city, the student will identify three famous places to visit, describing each in a short paragraph.	Reading/ Writing	Written accuracy and Amount of Relevant Information Rating Scale
Given information orally about a specific city, the student will take notes including the following kinds of information: a. what sites are famous b. when they were built c. why they were built.	Listening/ Writing	Amount of Relevant Information Rating Scale

Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Shopping

Communicative Competence	Skill(s)	Evaluation Schema
The student role plays a situation in the culture in which he/she is explaining to a salesclerk from whom he/she has just made a purchase (a purse, a record album, etc.) that this is a gift for his/her mother and he/she: a. wants to send it; b. wants to insure it; c. will provide the necessary address; d. wants to know the cost of sending it; and e. would like to know how long it will take to arrive.	Listening/ Speaking	Level of Performance Rating Scale
Given a letter from a company or individual in a Spanish-speaking country, the student will act as the employee of the Indiana based company and write a response letter, including the following information: a. a description of the item wanted; b. information as to the cost of the item and the costs of sending it; c. a response as to how payment is to be handled; and d. how long shipment will take.	Reading/ Writing	Accuracy of written format and language
The student will research a specific aspect of shopping (shopping for food) in the Hispanic culture and write a paragraph comparing shopping habits in the culture with those in this country, including some personal judgment as to whose practice(s) are more efficient and effective.	Reading/ Writing	Accuracy of written work

Specific Cultural Situation: Using the Telephone

Communicative Competence	Skill(s)	Evaluation Schema
Given a situation the student will use the telephone to acquire necessary information: a. making appointments b. making reservations c. finding out time schedules d. directory assistance e. making a long distance call.	Listening/ Speaking	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Obtaining Services or Help

Communicative Competence	Skill(s)	Evaluation Schema
The student role plays a situation in which he/she helps a friend by explaining his/her needs or desires to a third person in an airport or railroad station (hotel, etc.): Examples: a. (Quiere) que le lleven el equipaje. b. (Quiere) que alguien confirme su billete.	Listening/ Speaking	Structural Accuraccy of Communication Rating Scale

Cultural Context: WORLD OF WORK

Specific Cultural Situation: Summer Employment

Given an advertisement, the student will "apply" for a summer job requiring the use of Spanish, explaining in the letter what courses he/she has studied, the grades received, and his/her special qualifications.	Reading/ Writing	Accuracy of written work

Cultural Context: HISTORY AND POLITICS

Specific Cultural Situation: Major Events

When given a list of major events of a Spanish-speaking country's history, the student will arrange the events in chronological order.	Reading/ Writing	Accuracy of written work

Specific Cultural Situation: Historical Figures

The student will assume the role of an historical figure telling about the period in which he/she lived and what he/she did when alive.	Reading/ Speaking	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Governmental Organization

Students will originate statements contrasting the government of a Spanish-speaking country with that in the United States, including: a. the chief official(s) b. the type of government c. elections, etc.	Reading/ Writing	Accuracy of written work

Cultural Context: FINE ARTS

The student will select and research an artist or musician in preparation of an oral report which includes examples of their works.	Reading/ Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Visual Arts

Shown two works by a major artist, the student will compose a personal reaction which may include comparisons and contrasts.	Writing	Accuracy of written work plus Comprehensibility Rating Scale

Communicative Competence	Skill(s)	Evaluation Schema
Simulating a visit to the Prado Museum, the student will role play a tour guide, describing several works and their artists.	Reading/ Speaking	Comprehensibility Rating Scale
Specific Cultural Situation: Literature		
Upon reading a short story of a self-contained literary passage, the student will write a summary in which the material is retold from a different point of view.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Rating Scale
Students in small groups will dramatize scenes from the literature they have been studying.	Reading/ Speaking	Comprehensibility and/or Level of Performance Rating Scale
While listening to a folktale, a fairy tale, a legend, a passage from a literary work or a poem, the student will write an outline summary of what he/she hears.	Listening/ Writing	Amount of Relevant Information Rating Scale
After reading a short story, a passage of a literary work, or a poem, the student will give his or her personal evaluation of the piece, documenting the opinions expressed with textual evidence.	Reading/ Writing	Accuracy of written work plus Level of Performance Rating Scale
After reading a short story, a passage of a literary work, or a piece of poetry, the student will express his or her feeling about the piece including such things as likes and dislikes and the memories evoked.	Reading/ Speaking	Comprehensibility Rating Scale
Students will role play characters (or the authors) of the short fiction, folklore, novels, or poetry they have been studying, giving information about "themselves" and their activities.	Reading/ Speaking	Comprehensibility or Amount of Relevant Information Rating Scale

THE LEVEL FOUR LEARNING OUTCOMES
(Spanish Competencies)

Cultural Context: THE SPANISH-SPEAKING "WORLD"

Specific Cultural Situation: Cultural Differences

Communicative Competence	Skill(s)	Evaluation Schema
After listening to several selections each of which contains vocabulary and/or cultural allusions associated with a specific Spanish-speaking region or country, the student will identify the location of each selection citing the vocabulary or cultural references that influenced that choice.	Listening/ Writing or Speaking	Accuracy of oral or written response

Cultural Context: SCHOOL AND EDUCATION

Specific Cultural Situation: Study Abroad

Role playing a situation in which the student has returned from a study program abroad, he/she will make a presentation describing the positive aspects of the experience (e.g., I.U. Honors, Youth for Understanding, Rotary, AFS, etc.).	Speaking	Comprehensibility Rating Scale

Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Famous Places to Visit

Given a specific city, the student, role playing a tour guide, will identify and describe several historical events that happened there.	Reading/ Speaking	Amount of Relevant Information Rating Scale

Specific Cultural Situation: Fantasy

Given an opening statement such as *Si fuera millonario*, the student will describe his/her fantasy trip around the world, explaining the choices made.	Listening/ Speaking	Accuracy of Communication Rating Scale

Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Communicating with a Doctor or Pharmacist

Given information about an illness or injury, the student will explain the symptoms/circumstances to a doctor or a pharmacist.	Listening/ Speaking	Comprehensibility Rating Scale

Cultural Context: WORLD OF WORK

Specific Cultural Situation: Job Interview

Given background information on an available job, the student will play the role of an applicant in an interview situation.	Speaking	Amount of Relevant Information Rating Scale

Cultural Context: HISTORY AND POLITICS

Specific Cultural Situation: Historical Periods

Communicative Competence	Skill(s)	Evaluation Schema
The student will research a period in a Spanish-speaking country's history and write a paper explaining the major events and the important people of the period.	Reading/ Writing	Accuracy of Communication plus Amount of Relevant Information Rating Scale

Specific Cultural Situation: Current Movements

The student, using the popular print media, will research the various points of view in a contemporary political movement in a Spanish-speaking culture (e.g., the anti-nuclear movement, women's liberation, elections, etc.) and contrast them with similar movements in the United States.	Reading/ Writing	Structural Accuracy of Communication plus Amount of Relevant Information Rating Scale
The student will role play a situation in which he/she is asked to explain his point of view concerning a contemporary issue in the United States (e.g., violence, race relations, etc.).	Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Famous Historical Figures

After researching a famous historical figure, the student will role play that personage describing and defending his/her activities and actions.	Reading/ Speaking	Comprehensibility Rating Scale

Cultural Context: FINE ARTS

Specific Cultural Situation: Visual Arts

Given a film or a video tape, the student will outline, summarize, or critique it.	Listening/ Writing	Structural Accuracy and/or Amount of Relevant Information Rating Scale

Specific Cultural Situation: Media

Given a film, a videotape, a recording or a radio broadcast, the student will discuss one point of interest in some depth.	Listening/ Speaking	Comprehensibility Rating Scale

Specific Cultural Situation: Famous Creative People

The student will research a specific author (painter, musician, architect, etc.), and the period in which he/she lived and prepare a 3-5 minute lecturette centered about how this person's work reflects the period in which he/she lived or lives (in regard to clothing, politics, etc.).	Reading/ Speaking	Comprehensibility and/or Level of Performance Rating Scale

Specific Cultural Situation: Literature

Communicative Competence	Skill(s)	Evaluation Schema
Students will dramatize an episode from a short story or novel they have studied or a scene from a drama they have read.	Reading/ Speaking	Comprehensibility and/or Level of Performance Rating Scale
After reading a selected piece of literature, the student will write a paper discussing the author's attitude toward a specific theme (values, death, love, honor, humor, etc.)	Reading/ Writing	Structural Accuracy of Communication and/or Comprehensibility Rating Scale
After reading a selected piece of literature, the student will prepare a 3-5 minute lecturette contrasting the author's attitude toward a specific theme with his/her own.	Reading/ Speaking	Comprehensibility and/or Level of Performance Rating Scale
After reading a selected piece of literature, the student will write a one-act play or rewrite the ending using a theme or cultural situation emphasized in the work read.	Reading/ Writing	Amount of Relevant Information and/or Structural Accuracy of Communication Rating Scale
After listening to a story or fable, the student will create his/her own fable or fairy tale that teaches a moral, explains why something is the way it is, or explains a cultural practice.	Listening/ Writing	Comprehensibility and/or Amount of Relevant Information Rating Scale

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    Level II 10
    Level IV 20

TRAVEL/TRANSPORTATION
    Level I. 3
    Level II 10
    Level III. 16
    Level IV 20

MEETING PERSONAL NEEDS
    Level I. 5
    Level II 12
    Level III. 17
    Level IV 20

WORLD OF WORK
    Level II 14
    Level III. 18
    Level IV 20

HISTORY AND POLITICS
    Level III. 18
    Level IV 21

FINE ARTS
    Level III. 18
    Level IV 21